DOCUMENT RESUME

ED 407 496 CE 073 880

TITLE Adult Education Program Performance Report. Program Year 1996. Under the Four-Year Plan for the Administration of Adult Education P.L. 102-73.

INSTITUTION Guam Community Coll., Agana. Office of the State Director for Adult Education.

PUB DATE 96

NOTE 92p.

PUB TYPE Reports - Descriptive (141)

EDRS PRICE MF01/PC04 Plus Postage.

DESCRIPTORS Adult Basic Education; *Adult Literacy; Adult Programs; Adult Students; Basic Skills; Course Content; Course Descriptions; English (Second Language); High School Equivalency Programs; *Literacy Education; *Program Effectiveness; Program Evaluation; Program Improvement; Second Language Instruction

IDENTIFIERS *Guam

ABSTRACT

The Guam State Plan for Adult Education, as implemented by Guam Community College, had five goals: provide a comprehensive adult education instructional program that is flexible and responsive to employment needs; increase enrollment and expand services for special groups; establish continuous needs assessment of targeted educationally disadvantaged adults; promote awareness and involvement with outside agencies and organizations; and implement special projects and teacher training projects. Six components were conducted at the college: (1) Adult Placement Testing Program; (2) Gateway Literacy Program; (3) English as a Second Language; (4) Professional Development; (5) Applied Biology and Chemistry; and (6) Adult High School Diploma. The college also provided leadership for the efficient management and implementation of the State Plan for Adult Education and Literacy. A year-end evaluation of the program, conducted by an outside evaluator for program year 1996, showed progress in meeting each of the five goals. Recommendations were made to strengthen the monitoring and evaluation processes and the links with outside organizations. (Appendixes contain a brief report of program accomplishments and financial data, forms used in the program, and a course guide for basic skills.) (KC)

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ED 407 496

# Adult Education Program
# Performance Report
# Program year 1996

GCC

GUAM COMMUNITY COLLEGE

*Kulehon Kumunidåt Guåhan*

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# ADULT EDUCATION PROGRAM
## Performance Report
## Program Year 1996

GCC

GUAM COMMUNITY COLLEGE

*Kulehon Kumunidat Guahan*
Accredited by the
Western Association of
Schools and Colleges

**Under the Four Year-Plan, Amended 1992-1995**
**for the Administration of Adult Education**
**P.L. 102-73**

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## TABLE OF CONTENTS


**INTRODUCTION** 1

**DESCRIPTION OF PROGRAMS FUNDED DURING PY1996** 4

**I. Adult Education Literacy Program** 4
1. Assessment Testing 4
2. Basic Skills 5
3. General Education Development 6
4. Volunteer Literacy Program 7
5. Institutionalized 7
6. Teacher Training 7

**II. Adult Placement Testing Program (On-Campus)** 8

**III. Gateway Literacy Program** 8

**IV. English-as-a-Second Language (ESL)** 8

**V. Professional Development** 9

**VI. Applied Biology and Chemistry** 9

**VII. Adult High School Diploma** 9

**EVALUATION OF PROGRAMS** 11

**GOAL 1:** Provide a comprehensive Adult Education Instructional Program which is flexible and responsive to the basic employment skills needs of the adult population. 11

**GOAL 2:** Increase enrollment and expand services for special groups. 13

**GOAL 3:** Establish a means of continuous needs assessment of targeted educationally disadvantaged adults. 15

**GOAL 4:** Promote awareness and involvement with outside agencies and organizations to address the needs of the educationally disadvantaged adult. 19

**GOAL 5:** Implement special projects and teacher training programs. 20

**SUMMARY AND RECOMMENDATIONS** 21

**FINANCIAL REPORT AND STATISTICAL INFORMATION** 23

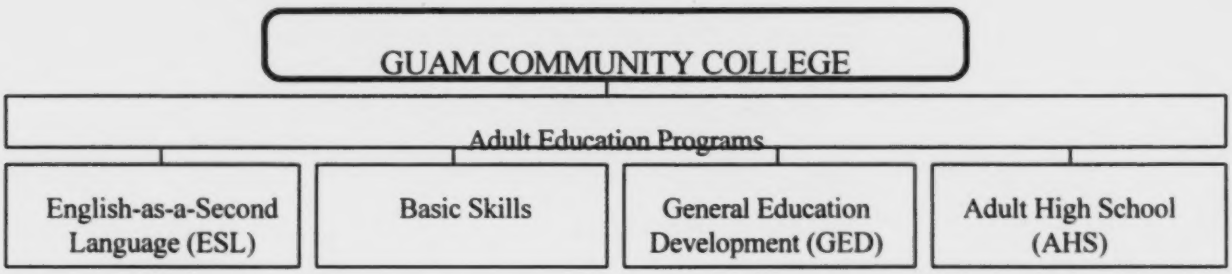
**APPENDIX A:** BRIEF ACCOMPLISHMENT REPORT

**APPENDIX B:** GCC FORMS

**APPENDIX C:** COURSE GUIDE SP040: Basic Skills

# INTRODUCTION

Guam Community College (GCC) is the institution that serves as the Guam Territorial Agency for Adult Education as defined by local Public Law 14-77,[1] which gave GCC sole responsibility for the administration of Adult Education activities within the Territory of Guam. GCC serves as both the Local Education Agency (LEA) and the State Education Agency (SEA) for Guam. That is, GCC is both the administrator and implementor of the Adult Education Program. At present, Adult Education includes four (4) programs: an Adult High School (AHS) Diploma program, a General Education Development (GED) program, a Basic Skills program, and an English-as-a-Second Language (ESL) program.[2] The School of Student Development provides administrative monitoring and oversight of the Adult Education and GED Program. ESL is under the Language Institute Department, which is administered by the School of Business, Social Science, and Tourism.




The Guam State Plan for Adult Education is an agreement between the US Secretary of Education and the Guam Community College Board of Control for Adult Education and contains specific provisions for compliance with the rules and regulations derived from the National Literacy Act of 1991, PL 102-73. Programs under this Plan will inspire adults to acquire basic skills; continue and complete their high school education; and secure training for employability.[3] Six areas are emphasized in the plan:[4]

- Comprehensive adult education instructional programs;
- Programs for special groups;
- Continuation of needs assessment studies;
- Promotion of awareness and involvement with outside agencies and organizations;

[1] 1977
[2] Adult Education State Plan, 1992, p. 20
[3] Guam State Plan for Adult Education, p. 1
[4] GovGuam memorandum of 10 February 1992 from Michael J. Cruz, Acting Director, Bureau of Planning, to Chairman, Guam State Clearinghouse.

- Implementation of special projects and teacher training projects; and
- Leadership for the efficient management and implementation of the State Plan for Adult Education and Literacy.

Basic Skills provides individualized units of study in small groups of multi-level students. The curriculum is designed for adults functioning at low basic literacy levels, and progresses to the secondary level of instruction. The course includes reading, writing, computation, and other related occupational entry level skills. The GED Preparation course guide offers adults the self-paced instruction needed to successfully complete the GED Examination. Adult High School Diploma Program offers adults an opportunity to earn a high school diploma.

Currently, several events have combined to increase the demand for Guam Community College's Adult Education services. As migration to Guam from other areas in the Pacific increases, so does the need for such courses in basic literacy and English-as-a-Second Language. Additionally, with the enactment of the Welfare Reform Act, many Guam residents, largely uneducated, will be required to gain employment. GCC's mission in the upcoming years will be to address the needs of these adult populations. The needs relate to job skills as well as the academic requirements of these groups.[5]

The Annual Performance Report serves as a guide to the College's program existence and expansion. This report includes evaluation and analysis of the year's programs to determine whether goals and activities stated in the program agreement were attained. Recommendations will be presented based on their applicability and effectiveness for consideration in the upcoming program years. Understanding the current status of the programs, the College can thoroughly develop plans and make necessary changes to better serve the needs of adult students seeking educational development.

To the College's credit, preparation of the annual Adult Education Basic (AEB) Performance Report was contracted to an external, third party. This report represents the first time the College has sought an outside evaluation of its Adult Education Programs.

The evaluation of programs for this report was conducted via a comparison of each program agreement to the available corresponding close-out report, supplemented by meetings and discussions with College staff members as necessary. Several elements were considered in the evaluation process:

- The Adult Education State Plan (1995 - 1996)
- Historical data
- Rate of students being promoted, passing Actual GED Test, and passing courses
- Student graduation rate
- Secondary Student Satisfaction Ratings
- Programs to be evaluated based on statistical information as well as other documented qualitative results.

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[5] Conversation with Program Administrator / GED State Administrator, 15 January 1997

## ORGANIZATION OF REPORT

This report begins with a brief overview and description of programs relating to the State Plan for Adult Education, then presents a brief narrative summary of accomplishments organized by goal areas and keyed to activities addressed in the approved Program Agreements. Finally, a summary of the *status* of each goal is presented according to the following codes:

- **AT = Attained**
  Programs carried out activities as planned for the program year and as stated in the agreement.

- **PAT = Partially Attained**
  Program activities were implemented, but not fully attained due to certain restraints which are to be specified.

- **NAT = Not Attained**
  Programs which were unable to implement specific activities.

- **EX = Extended**
  Programs for which activities and/or their outcome extended beyond the original time specified in the Program Agreement.

Goals from the State Plan are presented in tabular format in Appendix A. The table also contains information on activities, related programs, recent accomplishments to-date, and the status of each activity according to the above codes.

Appendix B contains reproductions of the various forms GCC uses to collect student and faculty data.

The status of each activity was ascertained based on information contained in the close-out reports and other data supplied by Guam Community College officials.

## DESCRIPTION OF PROGRAMS FUNDED DURING PY1996

### I. Adult Education Literacy Program

Classes offered under the program are conducted on-campus and in the different villages to accommodate student needs. Basic Skills and GED Preparation course offerings were conducted in the villages of Agat, Asan, Umatac, Tamuning, Tumon, Mangilao and Mongmong-Toto-Maite (Tiyan).

The Adult Education Literacy Program consisted of six subprograms, each independently funded. Each subprogram addressed a different area of the State Plan objectives, but all function together in support of Adult Education needs. Subprograms and goals/activities addressed were as follows:

#### 1. Assessment Testing

The purpose of this program is to "conduct testing for adults seeking to enroll in adult education classes and those eligible to take the Actual GED Testing." Funding allows GCC to administer the Test of Adult Basic Education (TABE) and the General Education Development Test ( GED Test) to qualified individuals. Program Year 1996 represents the first year that the Adult Basic Education program offered the TABE as an aid in advising incoming students as to appropriate classes. The TABE is used to place students into the appropriate Adult Education classes -- Basic Skills for those adults scoring at or below the 7.9 grade level on the reading test and GED Preparation or the actual GED Test for those scoring at the 8th grade level and above. For PY '96, 311 persons were administered the TABE in Fall '95, and 332 in Spring '96. Participation rates were as follows:

**Program Year 1996 Results for TABE (Test of Adult Basic Education)**

| TABE Results | Fall '95 | | Spring '96 | | Total | |
|---|---|---|---|---|---|---|
| | Total | % | Total | % | Total | % |
| Achieved | 138 | 44.4 | 131 | 39.5 | 269 | 41.8 |
| Did Not Achieve | 161 | 51.8 | 179 | 53.9 | 340 | 52.9 |
| Incomplete Exam | 12 | 3.8 | 22 | 6.6 | 34 | 5.3 |
| Total | 311 | 100.0 | 332 | 100.0 | 643 | 100.0 |

Overall, a total of 41.8% of those taking the TABE achieved the required score and presumably were accepted into the GED program without further skill development.

Results of the GED Testing program are summarized below. Of those taking the GED examination, 64.4% achieved the required score, 32.2% did not achieve the score and 3.3% failed to complete the examination. Highest passing rates were observed during the Fall 1995. Spring 1996 testing sessions reported 64% achieving the required score.

| Program Year 1996 Results for Actual GED Test | | | | | | |
|---|---|---|---|---|---|---|
| Actual GED Test Results | Fall '95 | | Spring '96 | | Total | |
| | Total | % | Total | % | Total | % |
| Achieved | 85 | 64.9 | 89 | 64.0 | 174 | 64.4 |
| Did Not Achieve | 37 | 28.2 | 50 | 36.0 | 87 | 32.2 |
| Incomplete Exam | 9 | 4.9 | 0 | 0.0 | 9 | 3.3 |
| Total | 131 | 100.0 | 139 | 100.0 | 270 | 100.0 |

**2. Basic Skills**

This program is designed to provide the adult student who scores at or below the 7.9 grade level on the TABE with entry level job skills, self-help and survival skills for responsible adult living. In addition, the program is intended to offer instruction in the areas of reading, writing, computation, and problem solving skills. According to the Program Agreement, many "students find themselves leaving school before completing high school, and discover later ... that they are unable to gain employment, maintain employment, or succeed in a competitive working world.[6]" The individualized lessons provided by GCC teachers focus on selected skill deficiencies of the student to remedy this situation. Instructional approaches include computer-aided instruction, video taped tutorial lessons, lectures, and tutorial assistance.

[6] Adult ED & GED Program Agreement, p. 4

Basic Skills class participation is summarized in the following table. The Basic Skills class provided instruction to 98 students the Spring of 1996, of whom 7.1% withdrew, 80% continued, and 13% passed.[7] As the Basic Skills outline was written and approved for piloting beginning Spring 1996, no Basic Skills courses were offered in Fall 1995.

| SPRING 1996 BREAKDOWN OF BASIC SKILLS CLASS PARTICIPATION | | | | | | |
|---|---|---|---|---|---|---|
| Spring '96 | Class 1<br>Asan Comm. Ctr | Class 2<br>Mangilao Comm. Ctr | Class 3<br>GCC Campus | Class 4<br>Mental Health | Class 5<br>Goodwill | Total |
| Enrolled | 10 | 30 | 38 | 12 | 8 | 98 |
| Withdrew | 1 | 2 | 4 | -- | -- | 7 |
| Passed | 2 | 3 | 8 | -- | -- | 13 |
| Continued | 7 | 25 | 26 | 12 | 8 | 78 |

### 3. General Education Development

Adults scoring at or above the 8th grade level on the TABE are placed into the GED Preparation program. Students in this program receive instruction in English grammar and essay writing, social studies, science, literature, the arts, and mathematics. The final objective of the GED Preparation course is to prepare individuals to pass the actual GED Test. Instruction in the GED courses is self-paced, with emphasis on individualized instruction rather than student retention. Class enrollments for PY '96 were as follows:

| GED Preparation Class | Fall '95 (Two Classes) | Spring '96 (One Class) | Total | |
|---|---|---|---|---|
| Semester Totals | 56 | 29 | 85 | 100% |
| Withdrew | 9 | 7 | 16 | 19% |
| Continued | 32 | 14 | 46 | 54% |
| Passed | 15 | 8 | 23 | 27% |

Of those enrolled in the GED Preparation Program, a total of 23, or 27% passed the GED test, 54% continued in the program and 19% withdrew.

[7] Figures for "withdrew" represent students who officially withdrew from the course; "passing" students completed the Basic Education program and were then encouraged to enroll in Adult High School courses or GED Preparation courses; "continuing" students required further course work at the Basic Skills level and remained in the course. Figures for enrollment from one semester to the next may be duplicated, as students may remain at the Basic Skills level for multiple semesters.

### 4. Volunteer Literacy Program

The program offers individuals training to prepare them to provide tutorial assistance and small group instruction for students enrolled in the Adult Literacy Education Programs.

Four workshops and an individual training session were conducted for tutors. Three volunteers were recruited from the military organizations, four from Americorps and six from the general community. Also, several students enrolled in the Basic Skills and GED Preparation course provided peer tutoring to students, using prepared lesson plans from the teachers. Two additional workshops were conducted that included topics and activities emphasizing the benefits of being a volunteer, practice exercises on demonstrating team-teaching, and lesson planning using the team approach. Four volunteers worked in the Basic Skills and GED classroom at Tiyan tutoring a small group of students.

### 5. Institutionalized

Basic Skills and GED Preparation classes were offered to adult clients who were out-patients participating in educational programs established by the Department of Mental Health in coordination with Goodwill Industries and the Guam Community College. Curriculum content was revised to include specific job skills for individual students. Additional instructional assistance was provided for students who were visually impaired and physically disabled. The visually impaired student was provided audio-taped lessons and the physically disabled student was provided one-on-one instruction.

Upon completion of the activities of this program, clarification was obtained on the definition of "institutionalized" clients. The United States Department of Education (USDE) defines "institutionalized" clients as persons who have been convicted of a crime and are under the jurisdiction of the court system. Funds were not utilized for this population in PY '96.

### 6. Teacher Training

Each semester adjunct faculty members attend an orientation workshop and are provided a faculty handbook. Additional meetings are held to assist in the selection of instructional materials, to discuss techniques for teaching adults, and to share other reading materials. In addition, the funds were used to assist the faculty to obtain certification as Chief and Alternate Chief GED essay readers. This training will provide GCC the opportunity to train other readers and seek certification as a scoring site for Guam, the CNMI, and Micronesia.

## II. Adult Placement Testing Program (On-Campus)

The purpose this program agreement is primarily to conduct monthly testing of adults to provide test scores for use in advisement, counseling, and scheduling of appropriate Basic Skills, Adult High School Diploma, and GED Preparation courses. There is a minor overlap between this program agreement and the "Assessment and Testing" subprogram in the Adult Education Literacy Program. This is because the Adult Placement Testing Program funds were used to pilot the program, hire proctors, procure testing materials, and complete other related activities; the Assessment and Testing funds, on the other hand, have been used to continue the testing process.

## III. Gateway Literacy Program

The Gateway Literacy Program was established to Basic Skills and GED instruction to residents of Guam Housing and Urban Renewal Agency (GHURA) housing. Under the Gateway Literacy Program, courses are offered off-campus for the convenience of residents from low income housing areas.

During PY '96, recruitment efforts targeted at eligible adults were executed in cooperation with the Department of Education's Head Start Program, the Department of Parks and Recreation Americorps Program, GHURA, and the Mangilao and Asan Mayor's Offices. A total of 33 adult learners were recruited for Basic Skills classes held in two off-campus locations provided by the Asan Community Center and the Mangilao Community Center. Twenty-three students participated in the Asan Community Center course, and ten students participated at the Mangilao Community Center location.

In addition to Basic Skills instruction, the Gateway Grant Program Coordinator provided each village site with life skills training, primarily in the areas of job seeking and income tax requirements.

Pilot family literacy instructional activities, staffed by Americorps volunteers, were also implemented to encourage the participation of parents and siblings in the students' learning experience. A total of 33 parents and 25 children received instruction in a separate classroom as a result of this program.

## IV. English-as-a-Second Language (ESL)

This program agreement is essential to those whose English language ability restricts them from participation in society (i.e. work, social activities, school, etc.). GCC offers classes on-campus, off-campus at John F. Kennedy High School (JFK), and at various other areas in the community to be accessible to the growing at-risk population (residents and immigrants) deficient in the English language. Between Fall 1994 and Spring 1995, the number of ESL classes offered more than doubled at GCC and JFK (8 and 17 respectively). Five classes were conducted during Fall '95; six in Spring '96 and three in Summer '96. Outreach activities include newspaper ads, flyers, brochures, and "Linkages" with committees (personal contact with other agency administrators). New students learn of the ESL program through advertisements posted at various locations. The course uses texts by Steck Vaughn Company and Oxford University Press ESL, and is supplemented by language lab instruction and various other materials.

This program agreement funds for a WordProcessing Secretary and provides for teacher training to further educate staff on current issues and development in second language acquisition and instruction.

## V. Professional Development

This program agreement provides funds to train an instructor in improving skills and to help develop creative methods for teaching persons with disabilities or those identified as exhibiting reading deficiencies due to auditory discrimination problems. PY '96 funds were allocated for a faculty member's trip (transportation, conference/meeting costs and per diem) to attend seminars on developing phonological and concept imagery - to differentiate "sounds within words and to form mental images from oral or written language."

The objectives within the program agreement are "to train students identified as having poor decoding skills due to insufficient auditory conceptualization through the Auditory Discrimination in Depth (ADD) strategy, to develop phonetic processing, language comprehension, and critical thinking" and to "increase students reading (decoding) level by a minimum of one grade per quarter." Learned techniques will be shared through workshops to other faculty.

## VI. Applied Biology and Chemistry

Funding in this program agreement provides for teaching high school students skills under the Applied Biology and Chemistry (ABC) course developed by the Center for Occupational Research and Development (CORD). The course is designed for Adult High School students to gain knowledge in biology and chemistry applicable to their occupational skills. It is anticipated that new jobs, involving biology/chemistry-based skills, will open career opportunities in areas such as medical technologies, biotechnologies, agriculture, health, and home economics. This program agreement will for the first time, meet the needs of Adult High School students who are vocationally-oriented. "Hands-on" problem solving activities reinforce learning; small working groups will cultivate cooperative work and team building. Teacher guides, implementation and resource guides, ready-to-use lab kits and various other supplies and materials will be procured to carry out the ABC curriculum. A pre- and post-survey will be administered to identify students' interest and measure their perception and applicability of the ABC course to their occupational skills.

## VII. Adult High School Diploma

The Adult High School Diploma program is primarily a locally-funded program whose purpose is to give persons aged sixteen and older who are no longer enrolled in high school the opportunity to obtain their high school diploma by completing the required coursework at GCC. The Adult High School Diploma program is one of the four parts of the Adult Education Program offerings at GCC, complementing ESL, Basic Skills, and GED.

Each year, Guam Community College conducts a Graduate Survey to obtain data from the Adult High School graduates such as student ethnicity and employment status. Some of the data from the 1995 survey is shown below:

**Employment by Educational Status**

| Employment Status | Educational Status | | | Total | |
|---|---|---|---|---|---|
| | Full Time n | Part Time n | Not in School n | N | % |
| Base | 11 | 10 | 38 | 59 | 100.0 |
| Employed FT | 1 | 3 | 14 | 18 | 30.5 |
| Employed PT | 1 | 0 | 5 | 6 | 10.2 |
| Full Time Military Service | 0 | 0 | 2 | 2 | 3.4 |
| Unemployed (Seeking) | 1 | 3 | 9 | 13 | 22.0 |
| Not in Labor Force | 7 | 3 | 6 | 16 | 27.1 |
| Refused | 1 | 1 | 2 | 4 | 6.8 |

In addition, a Student Questionnaire for the Adult High School Program is disseminated annually as part of the USDE's reporting requirements. Information is collected on social gains made by students enrolled in the Adult High School courses. It is an objective of the College that adult education students improve not only their academic skills, but their daily life skills and general quality of life. As can be seen from the table below, 37% of those enrolled in Adult High School during 1996 gained US citizenship, 7% were removed from public assistance, and more than one in four (26%) of the students gained employment.

**Adult High School Survey, Spring 1996**

| Survey Topic | 1993 | 1994 | 1995 | 1996 |
|---|---|---|---|---|
| Gained US Citizenship | 12% | 34% | 21% | 37% |
| Registered to Vote | 20 | 39 | 46 | 55 |
| Gained Employment | 15 | 29 | 33 | 26 |
| Employment retention or promotion | 20 | 8 | 15 | 12 |
| Were on public assistance | 14 | 18 | 17 | 21 |
| Removed from Public Assistance | 2 | 14 | 12 | 7 |

## EVALUATION OF PROGRAMS

The following is a discussion of each AEB State Plan Goal and Activity that was addressed in a Program Agreement for PY '96.

**GOAL 1: Provide a comprehensive Adult Education Instructional Program which is flexible and responsive to the basic employment skills needs of the adult population.**

A course guide was piloted in Spring 1996 for the Basic Skills program which provided for individualized units of study that could be taught in small groups of multi-level students. The curriculum content was designed around five units of study to address the educational needs of adults functioning at the lowest literacy level, progressing through a continuum of secondary level skills. Subject areas taught included reading, writing, math, and problem solving. The initial evaluation of the course guide included faculty recommendations and student exit surveys submitted to the Program Specialist for any program revision. The curriculum will be further reviewed by the Curriculum Committee, Dean, Registrar, Academic Affairs Committee and the Curriculum Specialist prior to approval.

Support services for students were provided to increase the likelihood of success by overcoming barriers that might have prevented them from attending classes. For Fall 1995 and Spring 1996, the specific forms of assistance included tutoring, child care, and transportation.

Support services for faculty were also made available. This involved an administrative assistant who was responsible for monitoring Adult Education courses, coordinating student placement, and carrying out procurement of supplies, equipment, and contractual services.

The GED Preparation curriculum for Fall 1995 and Spring 1996 included courses in Science, Social Studies, Literature and Arts, Mathematics, and Grammar Writing. Both the Basic Skills and GED Preparation courses provided students with a self-paced, individualized program that allowed for open-entry and open-exit enrollment. Continuous assessment by the instructor of each student's strengths and weaknesses for each subject area was an integral part of the instructional program. This style of instruction accommodates individuals functioning at varying skill levels and is more responsive to the students' needs as it allows them to attend only those portions of the course they require. Another benefit is that the student is less likely to become bored or impatient and has more time to pursue employment or other activities. An unfortunate consequence of the open-entry, open-exit policy is that it is often difficult to distinguish between students who have dropped out of the program and those who are simply skipping portions of the course.[8]

[8] Adult Ed. Literacy Program close-out report, p. 5

An important part of the Adult Education Programs at GCC is to reach as many adults in need of specialized teaching as possible. Recruitment of students was conducted through the use of monthly radio and television public service announcements; distribution of brochures to organizations and government agencies, including the Department of Public Health JOBS program, the Agency for Human Resources Development participants, and military installations; and word-of-mouth advertising by placement test examinees and representatives of the Guam Department of Education Headstart Division[9]

In order to improve the accessibility and availability of Basic Skills and GED Preparation courses, classes were offered at a variety of locations and in cooperation with a number of outside agencies and organizations. Specifically, Basic Skills classes were offered at five different locations during Spring 1996 with initial enrollment starting at 98 students and later resulting in 13 passing the TABE placement test and advancing to the GED Preparation class, 78 continuing their coursework at the Basic Skills level and 7 withdrawing prior to the end of the semester. Enrollment by location was as follows: Asan Community Center - 10, Mangilao Community Center - 30, GCC Campus - 38, Department of Mental Health - 12, and Goodwill Industries - 8.

GED Preparation courses in Fall 1995 saw enrollment at 56 students, in which 15 passed the course, 32 continued and 9 withdrew. Spring 1996 enrollment was significantly less with initial enrollment at 29 students, and resulted in 8 passing, 14 continuing, and seven withdrawing. GED Preparation classes were held at the GCC Campus and in the villages of Tamuning, Mongmong-Toto-Maite, and Tumon.[10] A breakdown of the number of students by location was not available.

**APPLIED BIOLOGY AND CHEMISTRY**

Objectives of this program agreement are to give students biology and chemistry-based skills applicable to their occupational skills, improve integrated science skills such as experimentation, collection and processing of data, and to instruct Adult High School students in basic science process skills such as observation, prediction, and inference. The teacher guides, implementation resource guides, ready-to-use lab kits, and various other supplies and materials were procured for the use of the ABC curriculum. However, as of October 1996, the Department had not received items required to pilot the program in the Fall 1996 term and has rescheduled a pilot program for Spring 1997. A second offering is scheduled for Fall 1997.

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[9] Ibid.
[10] Ibid.

**GOAL 2: Increase enrollment and expand services for special groups.**

### DEPARTMENT OF CORRECTIONS

Guam Community College provides faculty and teaching materials to Department of Corrections (DepCor) inmates interested in Adult High School or GED testing services. In PY '96, four DepCor students graduated from the Adult High School Program, and four successfully passed the GED Test.

Funding for DepCor students is largely local. Educational services and testing at DepCor and the attendance of inmates at GCC's on-campus classes were arranged through a memorandum of understanding (MOA) with the GCC. Program funds were not used for this population during Program Year 1996 as noted earlier. In PY '97, GCC plans to use program funds to hire a part-time counselor for the DepCor program.

### FAMILY LITERACY

The Gateway Grant Literacy Program piloted family literacy instructional activities, staffed by Americorps volunteers, to encourage the participation of parents and siblings in the students' learning experience. Thirty-three adults and 25 children living in low-income housing administered by GHURA received instruction in a separate classroom as a result of this program. While family literacy is an important goal for GCC, emphasis is placed on the adults involved, and the program is presented in such a way as to emphasize that adult literacy is an integral part of family life and involvement in children's development. Learning activities included story time, indoor games, and outdoor play.

### STUDENT RECRUITMENT

Recruitment of students for the Adult Education Program was conducted through the use of radio public service announcements, newspaper announcements, displayed posters in village community centers, word-of-mouth from placement test examinees, and the Department of Education Headstart Division.[11] In addition, GCC coordinated with the Department of Mental Health Outpatient Department, Goodwill Industries, the Department of the Navy Educational Center, the Guam Department of Education (DOE), Umatac Mayor's Office, and Department of Parks and Recreation/ Americorps Program to recruit individuals for the Adult Education Program.

### SPECIAL NEEDS STUDENTS

Basic Skills and GED Preparation classes were offered for adult clients from the Guam Mental Health Agency and handicapped individuals from Goodwill Industries. Curriculum was revised to provide specific job skills to the students. Additional instructional assistance was provided for students who were visually impaired in the form of audio-taped lessons and one-on-one instruction.[12]

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[11] Adult Ed. Literacy Program close-out report, p.5

[12] Adult Education Literacy Program Close-Out Report, p. 10

**ENGLISH-AS-A-SECOND LANGUAGE (ESL)**

This Program Agreement was granted a three-month extension through December 31, 1996. At the time of the evaluation, the Program Manager submitted two progress reports, the latest dated December 20, 1996.

An ESL WordProcessing Secretary provided 100% support to the Department by coordinating activities and keeping data. However, in October 1996, the Secretary was transferred to another department, leaving a vacancy at ESL. The Department Chairperson filled this position and continued to carry out the responsibilities of a teacher, department chair, program coordinator (for the Language Media Center) and program manager for this Program Agreement.

Data is kept on participant retention, level of educational achievements, and placement into Fundamentals of Education/English courses. However, these data were not contained in the progress report. The information provided indicates that five classes were conducted in Fall 1995, six classes in Spring 1996 and three Summer 1996; however, the number of participants and the results of their evaluation of the program were not available due to the change in department chairs and the transfer of the WordProcessing Secretary.

The Language Media Center has interactive multimedia equipment for the teachers' use to increase services to meet the special needs of immigrants, minorities, and non-English proficient adults. Teachers trained on this equipment consequently use acquired skills to enhance classroom instruction by providing alternative methods of teaching ESL. Teachers also have access to the Multimedia Learning Lab on-campus, which provides audio and video-enhanced hardware and interactive software (CD-ROMs and word processing applications). Internet access is available on five Macintosh computers.

This program agreement provided teacher training money for tuition and fees for the Master's program in ESL at the University of Guam. GCC made no local money available for the expansion of the ESL program.

The revised edition of the textbook used for all levels of the ESL program included topics in areas such as Daily Life, Our Community, Our Country, Our Environment, and Employment to provide instruction in Western cultural norms, work ethics, and social responsibilities.

**COMPUTER PROFICIENCY**

The Basic Skills program, as implemented for PY '96, was designed to be self-paced and rely on a maximum of individual initiative. All adult students enrolled in the Basic Skills and GED Preparation courses are afforded the opportunity to utilize the computer lab facilities. Additional software programs are purchased and maintained in the computer labs to enhance individual learning. The labs are open to walk-in students from 8 a.m. to 5 p.m. daily, and are used for individualized or class instruction in the evenings.

**GOAL 3: Establish a means of continuous needs assessment of targeted educationally disadvantaged adults**

### ASSESSMENT TESTING

The GED Testing Program consists of both the Placement and Actual GED Tests. This Program Agreement established a placement testing process for Adults seeking an Adult High School Diploma. In PY '96 the Test of Adult Basic Education (TABE) was, for the first time, used in advising incoming students of appropriate Adult Education classes for their proficiency level. Test scores were distributed to counselors, advisors, and department chairs (English and Mathematics), resulting in a more effective advisement and evaluation system.

Placement Test date, time, and location are published in the local newspaper, fliers, and announced via radio. The test, administered monthly, is about six hours long and is given on a "first come, first serve" basis in GCC's cafeteria (capacity of 100). Approximately 100 applicants were tested monthly during PY '96, approximately a 10% increase over 1995. In Fall 1995, the Department tested 311 applicants of whom 138 were eligible for the Actual GED Test and 85 eligible for the GED Diploma. Three hundred and thirty-two applicants were tested in Spring 1996, of whom 131 were eligible for the Actual GED Test. Of those tested for GED during that same period, an average total of 64.4% achieved the required score.[13]

Funds were also allocated to procure materials, purchase booklets and scoring software for the Test of Adult Basic Education. Although the Department received the scoring software, tests continue to be manually scored and results maintained in a database. The Academic Vice President continues to work on problems associated with the computerized grading software.

### STUDENT TRACKING PROGRAMS

Program administrators developed a new registration form (see Appendix B) to obtain data on student enrollment and adults taking GED tests. In addition, instructors were given forms for monitoring students' attendance, academic progress, and withdrawals.

Under the Adult Placement Testing Program, funds were allocated to set up a system of entering all TABE scores on a computer to establish a test record for all adults taking the placement test. Reading and Mathematics scores were then used to assist in the appropriate placement of individuals in Basic Skills or GED Preparation classes.

While GCC is currently lacking a well-organized orientation program for incoming students, the Adult Placement Testing Program has maintained a list of students taking the placement test, which it used to follow up on adults needing adult education services. It is considered to be an "excellent" tool for recruiting students for available classes. From this list, counseling is offered to students to determine the best route for continuing their education.

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[13] Adult Education Placement Testing Close-Out Report

It is necessary for GCC to have the ability to review the classes offered each semester to assess the level in which the programs are meeting the needs of the adult students. To this end, the Basic Skills program has developed a registration sheet to track students[14], and a "climate survey" was conducted at the end of each course to afford the students a chance to rate the class and professor.[15]

Upon conclusion of each semester, ESL students are requested to fill out a Faculty/Program Evaluation form. Instructors are asked to fill out a teacher survey which includes recommendations for content and/or course evaluation. Additionally, during PY '96, a team of faculty members and administrators worked together in gathering data, reviewing program activities, and evaluating the Adult Education Programs. From this review, a written report was generated and transmitted to the Planning and Development Office.

The Graduate Follow-up Survey was created to track and evaluate the progress of Adult High School graduates. Currently, follow-up surveys are conducted approximately one year after graduation for all students who completed course work toward a diploma at GCC. A total of 64 adults returned the Graduate Follow-up Survey. Of these 41% were from males and 59% were from females. Overall 56% of returned surveys were from Chamorros; 23% were from Filipinos; the remaining 11% were from Micronesians (8%), and Others (3%).

**GCC 1995 Adult High School Graduate Survey**

| Ethnicity | Gender | | | | Total | |
|---|---|---|---|---|---|---|
| | Male | | Female | | | |
| | n | % | n | % | N | % |
| *Base* | *26* | *40.6* | *38* | *59.4* | *64* | *100.0* |
| Chamorro | 13 | 36.1 | 23 | 63.9 | 36 | 56.3 |
| Filipino | 8 | 53.3 | 7 | 46.7 | 15 | 23.4 |
| Micronesian | 1 | 20.0 | 4 | 80.0 | 5 | 7.8 |
| American Indian | 0 | 0.0 | 1 | 100.0 | 1 | 1.6 |
| Other | 3 | 75.0 | 1 | 25.0 | 4 | 6.3 |
| Refused | 1 | 33.3 | 2 | 66.7 | 3 | 4.7 |

A total of 31% were employed full-time and 10% were employed part-time. Less than 4% were full time active duty military. Unemployed (actively seeking) individuals represented 22% of the returned surveys. A total of 27% indicated they were not in the labor force and were unemployed and not seeking employment.

[14] ibid.
[15] See Climate Survey, Appendix B.

Ratings of the usefulness of training received were also obtained as part of the follow-up survey. Highest rated aspects of the training were 'Getting Along With Others and Thinking Through Problems'. The lowest rated aspects, on a scale of 1 to 4, with 1 being "Not Helpful" and 4 representing "Very Helpful," were 'Skills Related to the Job and Use of Tools/Equipment'. These two aspects were rated as about average in helpfulness. Caution is advised in the interpretation of the data since the numbers of individuals rating each aspect were small and ranged from a low of 14 to a high of 16.

**Guam Community College 1995 Adult High School Survey**

| Attribute | Rate Usefulness of Training | | | | | | |
|---|---|---|---|---|---|---|---|
| | Not Helpful | Some Helpful | Helpful | Very Helpful | Average | Refused | Total** |
| | % | % | % | % | Rating | % | N |
| Getting Along with Co-Workers | 7 | 7 | 19 | 41 | 3.29 | 26 | 14 |
| Thinking Through Problems* | 4 | 7 | 30 | 33 | 3.29 | 26 | 14 |
| Communication Skills (Reading, Writing) | 7 | 4 | 33 | 33 | 3.20 | 22 | 15 |
| Planning & Organizing Worktime | 4 | 15 | 26 | 33 | 3.20 | 22 | 15 |
| Use of Safety Devices and Safety Measures | 19 | 7 | 22 | 26 | 2.93 | 26 | 15 |
| Mathematics Skills | 7 | 11 | 22 | 30 | 2.93 | 30 | 14 |
| Use of Tools & Equipment | 19 | 19 | 19 | 19 | 2.53 | 26 | 15 |
| Skills Related to the Job | 15 | 26 | 26 | 11 | 2.50 | 22 | 16 |

* Using good judgment, making decisions
** Base used to compute mean excludes refusals
1= Not Helpful; 2=Somewhat Helpful; 3=Helpful; 4=Very Helpful
Data are sorted in descending order on Average Rating

**QUALITY PERFORMANCE INDICATORS**

The Adult Education Act, as amended by passage of the National Literacy Act of 1991, mandates States to develop and implement program quality indicators, also referred to as quality performance indicators. A summary of the Program Year 1995 Gateway Grant evaluation related to Quality Performance Indicators is provided herein. The four major areas that were evaluated included:

- Educational Gains
- Curriculum Review
- Student Recruitment
- Student Retention

Courses were offered to individuals residing in low income housing at three locations. The courses and locations were:

| LOCATION | ADULT EDUCATION GATEWAY CLOSE OUT REPORT PROGRAM YEAR 1994-95 | | | | |
|---|---|---|---|---|---|
| | COURSE OFFERING | NUMBER OF PARTICIPANTS | COMPLETED 60 HOURS OF INSTRUCTION | | WITHDREW |
| | | | NUMBER | PERCENT | |
| Agat Community Center | GED Prep/Remedial | 32 | 17 | 53% | 15 |
| Asan Community Center | GED Prep/Remedial | 25 | 17 | 68% | 7 |
| Mongmong/Toto Community Center | Remedial Math & Reading | 15 | 15 | 100% | - |

Educational Gains

The GED practice test was administered to thirteen (13) participants in the GED Preparation classes and four (4) successfully passed. The majority of students, who received low pre-test scores on the GED practice test, did not have the skills necessary to effectively participate in the course. These students were instead tutored in the areas of remedial reading, writing and general math.

Curriculum Review

The Adult Education and GED Department redesigned the course content to meet the educational needs of adult students functioning at different grade levels. Instructional materials were selected from various text books to offer students practice exercises at the grade level in which they were functioning. The instructional format provided individualized, tutorial, small group and computer-aided instruction. The Basic Skills Curriculum developed and piloted during the Gateway Grant program was submitted to the Curriculum Committee for approval (See Appendix C). Approval was received for the new curriculum on November 13, 1995.

Student Recruitment

Students who resided in public housing administered by the Guam Housing and Urban Renewal Authority (GHURA) were recruited in the following manner: 1) the Administrator for GHURA contacted all Presidents of the various Residents' Associations; 2) former students under the prior year Gateway Grant program from the villages of Yigo, Toto, and Merizo were contacted and encouraged to attend in PY95; 3) the Mayor of Agat communicated information on the classes to residents of his village; 4) GCC personnel worked with staff from the Department of Education to recruit participants in their Headstart Program who resided in the village of Asan; and 5) posters and brochures were placed in locations in the different villages.

Student Retention

Out of a total of seventy-two (72) participants, forty-nine (49) completed 60 hours of instruction. The table above shows that the course offered at Mongmong/Toto Community Center had a retention rate of 100%, followed by the Asan Community Center with 68%, and Agat Community Center at 53%.

**GOAL 4: Promote awareness and involvement with outside agencies and organizations to address the needs of the educationally disadvantaged adults.**

The Adult Education Literacy Program's Basic Skills subprogram created partnerships with Department of Education, Headstart; Department of Mental Health; Goodwill Industries; Navy Department, Education Center; Umatac Mayor's Office; Department of Parks and Recreation, Americorps Program. Memoranda of Agreements were developed defining the relationships and responsibilities for the agency in conducting educational programs for adults. These responsibilities included provisions for classroom space, utility costs, and the sharing of instructional materials and equipment.[16]

Communications with the Guam Department of Labor, Job Training Partnership Act State Agency and the Vocational Education State Agency are ongoing through participation in the Welfare Reform Task Force meetings and meetings with different agencies as needed.

Support for seriously disabled adults is evident through the efforts of the College to make classrooms accessible. There are currently eight physically disabled adult students enrolled in the classes.[17]

An important activity outlined in the State Plan addresses competitive grants for public housing authorities. Thirty-three (33) students were recruited for Basic Skills classes held at the Asan Community Center and the Mangilao Community Center. In addition to literacy programs, job-related information was provided to participants in the form of Tax Forms, welfare forms, resume forms, and articles from newspapers, magazines, and textbooks. Of the nine students who completed the post TABE test, five passed.

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[16] Adult Education Literacy Program close-out p. 9
[17] Ibid., p. 10

**GOAL 5: Implement special projects and teacher training programs.**

Inservice training activities addressed in the State Plan with emphasis on ESL and GED techniques was supported through tuition assistance for an ESL instructor to enroll in courses at the University of Guam. Course work for Fall 1996 was completed. The final phase of course work is scheduled to be completed by June 1997.

During PY '96, GCC was able to send two assistant professors of Developmental Education, to Washington, DC to gain certification as Chief GED Reader and Alternate Chief GED Reader and to become more familiar with the GED scale and rating system. It is the intention of the Developmental Education faculty to obtain certification to score the written portion of the Actual GED Test on-island, eliminating the waiting time involved in sending the tests back to the US Mainland for scoring. Eventually, GCC hopes to become a regional scoring center, providing GED services to the CNMI, Chuuk, Palau, and other islands in the area.[18]

GCC's Program Administrator and GED State Administrator traveled to Washington, DC to attend the 1996 GED Annual Conference and meet with Adult Education Professionals to obtain curriculum models, instructional materials, and other resources as they relate to Adult Education. Various materials and catalogues were collected for ordering GED videos. Curriculum modules for Hawaii's competency based diploma program were obtained in order to provide insight into reviewing and evaluating GCC's Adult Education Programs.

Other activities in the State Plan address inservice training, seminars, workshops, and courses of study for full-time professional staff, volunteers and administrators. The Volunteer Literacy Program provided training for volunteer tutors. Through the Basic Skills Program, orientation workshop and faculty handbook was provided, and additional meetings were held as needed for the faculty.

Teacher training acquired from two seminars, Auditory Discrimination in Depth (ADD) and Visualizing and Verbalization (VV), was geared to increase competency in recognizing and teaching adults with disabilities such as dyslexia, Attention Deficit Disorder, and other learning disabilities. In the past, the College successfully carried out the ADD technique; however, this recent training was essential due to the departure of the previously trained faculty member from the College.

The training sessions were held in California, from August 5 through August 16, 1996. Theory and techniques of measuring and developing phonemic awareness and auditory conceptual functions were learned and then utilized while instructing persons with such disabilities of all ages. The instructional methods acquired, patterned after the Lindamood-Bell Learning Process, are intended to be shared through workshops with other faculty members, two of which are currently scheduled.

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[18] Conversation with Program Administrator, 15 January 1997

## Summary and Recommendations

The PY 1996 AEB Performance Report represents the first year the Guam Community College has contracted the report to a source external, with no prior affiliation, to the College. In prior years, former College employees produced the report. This represents a new approach for the College; one that will lend a greater degree of objectivity to the Performance Report and assist the College to focus on strengthening its program offerings. The decision to use an external, third party to prepare the performance report is evidence of the desire of the State Board for Vocational Education to place greater emphasis on program planning and evaluation activities.

GCC achieved most of the objectives in the Program Agreements. However, there were weaknesses found in the overall review process in the development of the 1996 Performance Report. They are:

- Difficulty and delay in obtaining Close-Out or Interim Reports after the resignation or transfer of a Program Manager
- Interim Reports did not provide sufficient information to evaluate activities described in the Program Agreement.
- Outcome data was either unavailable, inconsistent, or incomplete.
- Program Agreements did not identify activities that would have a long-term effect on improving the quality of education and training.
- Lack of involvement from the private sector in the planning, development, and implementation of Program Agreements.
- Low response rates in the Graduate Follow-up Survey for Adult High School graduates resulted in inconclusive findings.

The following recommendations are based on a thorough review of College provided documents, discussions with Planning and Development staff, program managers, and the Dean, Student Development.

Strengthen the Monitoring Process:

- Create an Activity Progress Report to track the implementation of activities under each Program Agreement.
- Strengthen the content of the Program Agreement to be more outcome-oriented.
- Institutionalize the collection and consolidation of outcome data.
- Review Graduate Follow-up Survey methodology to determine ways to increase response rates of AHS graduates.

Strengthen the Evaluation Process:

- Ensure that Program Managers remain accountable for generating their Close-Out or Interim Report.
- Provide training for Program Managers on evaluation techniques.
- Establish a continuous partnership with the private sector in the planning, development, and implementation of Adult Education activities.

A key element to improving future Program Agreements will be to integrate short- and long-term goals described in GCC's Ten Year Master Plan 1996-2006 adopted by the Board of Trustees in June 1996. This ambitious Master Plan recognized the importance of creating strong industry partnerships and outcome orientation (evaluation of programs and services) in order for GCC to serve as Guam's "lead agency in workforce development."

# FINANCIAL REPORT AND STATISTICAL INFORMATION

GUAM COMMUNITY COLLEGE
OFFICE OF VICE PRESIDENT
BUSINESS AND FINANCE
671-735-4422 Ext 547
FAX 671-734-5238
jtaylor@gcc.guam.net (internet)

July 31, 1996

**LETTER / FAX**

**TO:** Gloria S. Shade
Division of Adult Education and Literacy
U.S. Department of Education
Room 4429-MES
600 Independence Avenue, S.W.
Washington, D.C. 20202-7240

**PAGES:** 2 including this page

**FROM:** Vice President, Financial Affairs

**SUBJECT:** Annual Financial Report - V002A40054
First Year Report
ABE Grant
7/1/95 - 6/30/96

Enclosed is the First Year Report on Guam Community College's (GCC) Adult Basic Education Grant.

Thank you for your continued help and cooperation.

Mary Ann Yung
for JAMES J. TAYLOR

** FIRST YEAR REPORT** 07/01/95 - 06/30/96

# FINANCIAL STATUS REPORT

| | | | |
|---|---|---|---|
| 1. FEDERAL AGENCY AND ORGANIZATIONAL ELEMENT TO WHICH REPORT IS SUBMITTED: DEPARTMENT OF EDUCATION OVAE / DAEL | 2. FEDERAL GRANT OR OTHER I.D. NUMBER: V002A50054 | OMB Approved No. 80-R0180 | PAGE 1 OF 1 |

| | | | |
|---|---|---|---|
| 3. RECIPIENT ORGANIZATION (Name & complete address): Guam Community College, P. O. Box 23069, Guam Main Facility, Guam, 96921 | 4. EMPLOYER I.D. NUMBER: 98 - 0040312 | 5. RECIPIENT ACCOUNT NUMBER OR I.D. NUMBER: 3 - xx - xxx - xxx - 2xA - 2xZ - 5/6 - 6 | 6. FINAL REPORT: ___ YES XX ( NO) |
| | 7. BASIS: ___CASH XX (ACCRUAL) | | |

| 8. PROJECT/GRANT PERIOD (See Instructions) | | 9. PERIOD COVERED BY THIS REPORT | |
|---|---|---|---|
| FROM (Month, day, year): July 1, 1995 | TO (Month, day, year): September 30, 1996 | FROM (Month, day, year): July 1, 1995 | TO (Month, day, year): June 30, 1996 |

## STATUS OF FUNDS

| Programs/Functions/Activities | (a) State Administration | (b) Section 353 | (c) Programs of Inst. (0 - 8 ) | (d) Programs of Inst. (9 - 12) | (e) Institutionalized Persons | (f) | TOTAL (g) |
|---|---|---|---|---|---|---|---|
| a. Net outlays previously reported | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| b. Total outlays this report period | 10,221 | 1,600 | 8,904 | 1,175 | 11,031 | 0 | 32,931 |
| c. Less: Program income credits | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| d. Net outlays this report period (b - c) | 10,221 | 1,600 | 8,904 | 1,175 | 11,031 | 0 | 32,931 |
| e. Net outlays to date (a + d) | 10,221 | 1,600 | 8,904 | 1,175 | 11,031 | 0 | 32,931 |
| f. Less: Non Federal share of outlays | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| g. Total Federal share of outlays (e - f) | 10,221 | 1,600 | 8,904 | 1,175 | 11,031 | 0 | 32,931 |
| h. Total unliquidated obligations | 2,117 | 4,974 | 1,468 | 1,249 | 0 | 0 | 9,807 |
| i. Less: Non Federal share of unliquidated obligations shown on line h | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| j. Federal share of unliquidated obligations | 2,117 | 4,974 | 1,468 | 1,249 | 0 | 0 | 9,807 |
| k. Total Federal share of outlays and unliquidated obligations | 12,337 | 6,574 | 10,372 | 2,424 | 11,031 | 0 | 42,738 |
| l. Total cumulative amount of Federal funds authorized | 43,809 | 32,857 | 114,999 | 5,476 | 21,905 | | 219,045 |
| m. Unobligated balance of Federal funds. | 31,472 | 26,283 | 104,626 | 3,052 | 10,873 | 0 | 176,307 |

11. INDIRECT COST

a. Type of rate: ___ PROVISIONAL ___ PREDETERMINED ___ FINAL ___ FIXED

b. RATE___ c. BASE___ d. TOTAL AMOUNT_____ e. FEDERAL SHARE_____

12. REMARKS

NO INDIRECT COST TAKEN **FIRST YEAR REPORT**

13. CERTIFICATION

I certify to the best of my knowledge and belief that this report is correct and complete and that all outlays and unliquidated obligations are for the purposes set forth in the award documents.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL: Mary Ann Young

DATE REPORT SUBMITTED: 07.30.96

TYPE OR PRINTED NAME AND TITLE: MARY ANN YOUNG, Assistant to the Vice President of Financial Affairs

TELEPHONE: (671) 735 - 5549

STANDARD FORM 269



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BEST COPY AVAILABLE

## AEB P.Y. 1996 Expenditures as of 06/30/96

| | G.G.C. | Budget | FY'95 Expend. | FY'96 Expend. | FY'96 Encum. | Total Expend. | Total Encum. | Balance |
|---|---|---|---|---|---|---|---|---|
| *c* | 21 | 43,809.00 | 0.00 | 5,028.18 | 219.00 | 5,028.18 | 219.00 | 38,561.82 |
| *e* | 22 | 21,904.50 | 0.00 | 11,031.06 | 0.00 | 11,031.06 | 0.00 | 10,873.44 |
| *c* | 23 | 32,856.75 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 32,856.75 |
| *c* | 24 | 10,952.25 | 0.00 | 1,712.79 | 0.00 | 1,712.79 | 0.00 | 9,239.46 |
| *c 1/2, d 1/2* | 25 | 10,952.25 | 0.00 | 2,349.54 | 2,497.74 | 2,349.54 | 2,497.74 | 6,104.97 |
| *c* | 26 | 21,904.50 | 0.00 | 988.52 | 0.00 | 988.52 | 0.00 | 20,915.98 |
| *b* | 27 | 32,856.75 | 0.00 | 1,599.77 | 4,973.78 | 1,599.77 | 4,973.78 | 26,283.20 |
| *a* | 28 | 43,809.00 | 0.00 | 10,220.80 | 2,116.58 | 10,220.80 | 2,116.58 | 31,471.62 |
| | Total | 219,045.00 | 0.00 | 32,930.66 | 9,807.10 | ***32,930.66*** | ***9,807.10*** | ***176,307.24*** |

| Expend. | Encum. | |
|---|---|---|
| 0.00 | 0.00 | 07/1/95 - 09/30/95 |
| 32,930.66 | 9,807.10 | 10/1/95 - 06/30/96 |
| 32,930.66 | 9,807.10 | |

Note: Differences are due to rounding errors





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** FIRST YEAR REPORT ** 07/01/95 - 06/30/96

# FINANCIAL STATUS REPORT

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STATUS OF FUNDS

| Programs/Functions/Activities | (a) State Administration | (b) Section 363 | (c) Programs of Inst. (0 - 8 ) | (d) Programs of Inst. (9 - 12) | (e) Institutionalized Persons | (f) | TOTAL (g) |
|---|---|---|---|---|---|---|---|
| a. Net outlays previously reported | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
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| g. Total Federal share of outlays (e - f) | 10,221 | 1,600 | 8,904 | 1,175 | 11,031 | 0 | 32,931 |
| h. Total unliquidated obligations | 2,117 | 4,974 | 1,468 | 1,249 | 0 | 0 | 9,807 |
| i. Less: Non Federal share of unliquidated obligations shown on line h | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| j. Federal share of unliquidated obligations | 2,117 | 4,974 | 1,468 | 1,249 | 0 | 0 | 9,807 |
| k. Total Federal share of outlays and unliquidated obligations | 12,337 | 6,574 | 10,372 | 2,424 | 11,031 | 0 | 42,738 |
| l. Total cumulative amount of Federal funds authorized | 43,809 | 32,857 | 114,999 | 5,476 | 21,905 | | 219,045 |
| m. Unobligated balance of Federal funds. | 31,472 | 26,283 | 104,626 | 3,052 | 10,873 | 0 | 176,307 |

11. INDIRECT COST

a. Type of rate: ___ PROVISIONAL ___ PREDETERMINED ___ FINAL ___ FIXED

b. RATE___ c. BASE___ d. TOTAL AMOUNT_____ e. FEDERAL SHARE_____

12. REMARKS

NO INDIRECT COST TAKEN **FIRST YEAR REPORT**

13. CERTIFICATION

I certify to the best of my knowledge and belief that this report is correct and complete and that all outlays and unliquidated obligations are for the purposes set forth in the award documents.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL: Mary Ann Young

DATE REPORT SUBMITTED: 07.30.96

TYPED OR PRINTED NAME AND TITLE: MARY ANN YOUNG, Assistant to the Vice President of Financial Affairs

TELEPHONE: (671) 735 - 5549

STANDARD FORM 269



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# AEB P.Y. 1996 Expenditures as of 06/30/96

| | G.G.C. | Budget | FY'95 Expend. | FY'96 Expend. | FY'96 Encum. | Total Expend. | Total Encum. | Balance |
|---|---|---|---|---|---|---|---|---|
| c | 21 | 43,809.00 | 0.00 | 5,028.18 | 219.00 | 5,028.18 | 219.00 | 38,561.82 |
| e | 22 | 21,904.50 | 0.00 | 11,031.06 | 0.00 | 11,031.06 | 0.00 | 10,873.44 |
| c | 23 | 32,856.75 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 32,856.75 |
| c | 24 | 10,952.25 | 0.00 | 1,712.79 | 0.00 | 1,712.79 | 0.00 | 9,239.46 |
| c 1/2, d 1/2 | 25 | 10,952.25 | 0.00 | 2,349.54 | 2,497.74 | 2,349.54 | 2,497.74 | 6,104.97 |
| c | 26 | 21,904.50 | 0.00 | 988.52 | 0.00 | 988.52 | 0.00 | 20,915.98 |
| b | 27 | 32,856.75 | 0.00 | 1,599.77 | 4,973.78 | 1,599.77 | 4,973.78 | 26,283.20 |
| a | 28 | 43,809.00 | 0.00 | 10,220.80 | 2,116.58 | 10,220.80 | 2,116.58 | 31,471.62 |
| | Total | 219,045.00 | 0.00 | 32,930.66 | 9,807.10 | ***32,930.66*** | ***9,807.10*** | ***176,307.24*** |

| Expend. | Encum. | |
|---|---|---|
| 0.00 | 0.00 | 07/1/95 - 09/30/95 |
| 32,930.66 | 9,807.10 | 10/1/95 - 06/30/96 |
| 32,930.66 | 9,807.10 | |

Note: Differences are due to rounding errors

# Territory of Guam
# ANNUAL PERFORMANCE REPORT
# For the Adult Education State-Administered Program
# Program Year 1995-1996

## PART I - Statistical

**TABLE 1.** Enter the number of participants by educational functioning level, population group, and sex.

| EDUCATIONAL FUNCTIONAL LEVEL* | | PARTICIPANTS BY POPULATION GROUP AND SEX | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | American Indian or Alaskan Native | | Asian or Pacific Islander | | Black not of Hispanic Origin | | Hispanic | | White Not of Hispanic Origin | | Unknown | | TOTAL |
| | | MALE | FEMALE | MALE | FEMALE | MALE | FEMALE | MALE | FEMALE | MALE | FEMALE | MALE | FEMALE | (B-M) |
| A | | B | C | D | E | F | G | H | I | J | K | L | M | N |
| 1 | BEGINNING ABE | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 2 | BEGINNING ESL | 0 | 0 | 26 | 79 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 106 |
| 3 | INTERMEDIATE ABE | 0 | 0 | 98 | 88 | 2 | 1 | 1 | 0 | 5 | 2 | 2 | 0 | 199 |
| 4 | INTERMEDIATE ESL | 0 | 0 | 14 | 34 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 48 |
| 5 | ADVANCED ESL | 0 | 0 | 3 | 15 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 19 |
| 6 | ADULT SECONDARY ED | 4 | 0 | 493 | 434 | 0 | 4 | 5 | 5 | 15 | 16 | 8 | 9 | 993 |
| 7 | TOTAL | 4 | 0 | 634 | 650 | 2 | 5 | 6 | 6 | 21 | 18 | 10 | 9 | 1,365 |

**SOURCE: Registrar's Office**

*** See definitions of the different educational function levels on pages 1-2 (Program Memorandum OVAE/DAEL - 9614).**

**** An enrollee should be included in the racial /ethnic group to which he or she appears to belong, identifies with, or is regarded in the community as belonging. However, no person should be counted in more than one group (see definitions for population groups on pages 2-3 (Program Memorandum OVAE/DEAL - 96-14).**

**Department of Education, Office of Vocational and Adult Education, Washington, D.C. 20202-3585**
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**TABLE 2.** Enter the number of participants by age, population group, and sex.

| AGE GROUP** | | PARTICIPANTS BY POPULATION GROUP AND SEX** | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | American Indian or Alaskan Native | | Asian or Pacific Islander | | Black not of Hispanic Origin | | Hispanic | | White Not of Hispanic Origin | | Unknown | | TOTAL |
| | | MALE | FEMALE | MALE | FEMALE | MALE | FEMALE | MALE | FEMALE | MALE | FEMALE | MALE | FEMALE | (B - M) |
| A | | B | C | D | E | F | G | H | I | J | K | L | M | N |
| 1 | 16 - 24 | 4 | 0 | 478 | 439 | 1 | 3 | 5 | 3 | 14 | 15 | 9 | 8 | 979 |
| 2 | 25 - 44 | 0 | 0 | 136 | 184 | 1 | 2 | 1 | 3 | 5 | 2 | 1 | 1 | 336 |
| 3 | 45 - 59 | 0 | 0 | 16 | 26 | 0 | 0 | 0 | 0 | 2 | 1 | 0 | 0 | 45 |
| 4 | 60 AND OLDER | 0 | 0 | 4 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 5 |
| 5 | TOTAL | 4 | 0 | 634 | 650 | 2 | 5 | 6 | 6 | 21 | 18 | 10 | 9 | 1,365 |

**SOURCE: Registrar's Office**

** **Based on participants age at the time of the first class attended during the program year.**

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**TABLE 3.** Enter the number of participants for each of the categories listed.

| EDUCATIONAL FUNCTIONING LEVEL | | PARTICIPANTS BY POPULATION GROUP AND SEX | | | | |
|---|---|---|---|---|---|---|
| | | Number Started (at each level) | Number started that completed that level | Number progressing in the same level | Number separated from each level before completing that level | Number started at each level that moved to a higher level |
| A | | B | C | D | E | F |
| 1 | BEGINNING ABE | 0 | 0 | 0 | 0 | 0 |
| 2 | BEGINNING ESL | 106 | 31 | 36 | 39 | 11 |
| 3 | INTERMEDIATE ABE | 199 | 22 | 77 | 100 | 0 |
| 4 | INTERMEDIATE ESL | 48 | 20 | 24 | 4 | 3 |
| 5 | ADVANCED ESL | 19 | 6 | 6 | 7 | 0 |
| 6 | ADULT SECONDARY ED | 993 | 0 | 993 | 0 | 0 |
| 7 | TOTAL | 1,365 | 79 | 1,136 | 150 | 14 |

**SOURCE: Registrar's Office**

**Department of Education, Office of Vocational and Adult Education, Washington, D.C. 20202-3585**
**Form Approved OMB No. 1830-0027**

**TABLE 4.** Number of participants leaving the program before completing their objectives and their reasons for separation. Participants may fit more than one category and may be reported under as many categories as apply.

| | REASONS FOR SEPARATION | NUMBER OF PARTICIPANTS |
|---|---|---|
| | A | B |
| 1 | Health Problems | 3 |
| 2 | Child Care Problems | 16 |
| 3 | Transportation Problems | 43 |
| 4 | Family Problems | 10 |
| 5 | Location of Class | 1 |
| 6 | Lack of interest, instruction not helpful to participant | 14 |
| 7 | Time the class or program was scheduled* | 2 |
| 8 | Changed address or left area* | 1 |
| 9 | To take a job* | 0 |
| 10 | Other known reasons* | 2 |
| 11 | Unknown reasons* | 5 |

* Information unknown or not available from Adult Ed & GED Program

SOURCE: Adult Ed & GED Program, Gateway Program, ESL

**Department of Education, Office of Vocational and Adult Education, Washington, D.C. 20202-3585**
**Form Approved OMB No. 1830-0027**

**TABLE 5.** Enter the number of participants for each of the categories listed. Participants may fit more than one category and may be reported under as many categories as apply.

| | STATUS OF PARTICIPANTS UPON ENTRY INTO THE PROGRAM | NUMBER OF PARTICIPANTS (may be duplicated) |
|---|---|---|
| | A | B |
| 1 | Disabled Adults | 56 |
| 2 | Adults in rural areas | 1,365 |
| 3 | Adults in urban areas with high rates of unemployment | 0 |
| 4 | Immigrant Adults | 263 |
| 5 | Homeless Adults | 1 |
| 6 | Adults in Correctional Facilities | 62 |
| 7 | Other Institutionalized Adults | 56 |
| 8 | Employed Adults* | 99 |
| 9 | Unemployed Adults* | 167 |
| 10 | Adults on Public Assistance | 217 |

* Information unknown or not available from Adult Ed & GED Program

SOURCE: Adult Ed & GED Program, Gateway Program, ESL Program, Adult High School Program

**Department of Education, Office of Vocational and Adult Education, Washington, D.C. 20202-3585**
**Form Approved OMB No. 1830-0027**

**TABLE 6.** Report the number of participants in your program(s) who had achievements in the listed areas during the reporting period. Participants who have several achievements may be listed more than once.

| | PARTICIPANT ACHIEVEMENT | NUMBER OF PARTICIPANTS (may be duplicated) |
|---|---|---|
| | A | B |
| **EDUCATIONAL** | | |
| 1 | OBTAINED AN ADULT HIGH SCHOOL DIPLOMA* | 96 |
| 2 | PASSED THE GED TEST | 379 |
| 3 | ENTERED OTHER EDUCATION OR TRAINING PROGRAM* | |
| **SOCIETAL** | | |
| 4 | RECEIVED U.S. CITIZENSHIP* | 32 |
| 5 | REGISTERED TO VOTE OR VOTED FOR THE FIRST TIME* | 47 |
| **ECONOMIC** | | |
| 6 | GAINED EMPLOYMENT | 32 |
| 7 | SECURED EMPLOYMENT RETENTION OR OBTAINED JOB ADVANCEMENT* | 11 |
| 8 | REMOVED FROM PUBLIC ASSISTANCE* | 6 |
| **OTHER: (PARENTING)** | | |
| 9 | READ MORE TO CHILDREN | 1 |
| 10 | INCREASED PARENT/CHILD INTERACTION | 8 |
| 11 | GREATER INVOLVEMENT IN CHILDREN'S SCHOOLING | 2 |

* Information unknown or not available from Adult Ed & GED Program

SOURCE: Adult Ed & GED Program, Gateway Program, ESL Program, Adult High School Program

**Department of Education, Office of Vocational and Adult Education, Washington, D.C. 20202-3585**
**Form Approved OMB No. 1830-0027**

**TABLE 7.** Report the number of participants and the number of classes by time and location.

| LOCATION OF CLASS | | NUMBER OF PARTICIPANTS | NUMBER OF DAYTIME CLASSES | NUMBER OF EVENING CLASSES | NUMBER OF SITES OPERATING FULL-TIME PROGRAMS (25 hours or more unduplicated count) |
|---|---|---|---|---|---|
| A | | B | C | D | E |
| **SCHOOL BUILDING** | | | | | |
| A | ELEMENTARY / SECONDARY SCHOOL | 14 | 0 | 1 | 0 |
| B | COMMUNITY COLLEGE (Junior College, Technical Institute, etc.) | 1,146 | 33 | 63 | |
| C | 4-YEAR COLLEGE | 0 | 0 | 0 | 0 |
| **OTHER LOCATIONS** | | | | | |
| A | LEARNING CENTER | 0 | 0 | 0 | 0 |
| B | CORRECTIONAL INSTITUTION | 62 | 14 | 2 | |
| C | STATE / LOCAL INSTITUTION FOR THE DISABLED | 29 | 4 | 0 | 0 |
| D | WORK SITE | 0 | 0 | 0 | 0 |
| E | LIBRARY | 0 | 0 | 0 | 0 |
| F | COMMUNITY-BASED ORGANIZATION CENTER | 114 | 2 | 2 | 0 |
| G | HOME OR HOMEBASED | 0 | 0 | 0 | 0 |
| H | OTHER | 0 | 0 | 0 | 0 |
| | **TOTAL** | **1,365** | **53** | **68** | **1** |

SOURCE: Adult Ed & GED Program, Gateway, ESL, Adult High School Program
**Department of Education, Office of Vocational and Adult Education, Washington, D.C. 20202-3585**
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**TABLE 8.** Enter an unduplicated count of personnel by function and job status.

| FUNCTION<br>Organizational Placement and Type of Job Performed | | ADULT EDUCATION PERSONNEL | | |
|---|---|---|---|---|
| | | PAID PERSONNEL | | UNPAID VOLUNTEERS |
| | | Total Number of Part-time Personnel | Total Number of Full-time Personnel | |
| A | | B | C | D |
| 1 | State-level Administrative/ Supervisory/Ancillary Services | 4 | 3 | 0 |
| 2 | Local-level Administrative/ Supervisory/Ancillary Services | 9 | 0 | 16 |
| 3 | Local Teachers | 57 | 2 | 0 |
| 4 | Local Counselors | 5 | 0 | 0 |
| 5 | Local Paraprofessionals | 1 | 0 | 1 |

SOURCE: Adult Ed & GED Program, Gateway Program, ESL Program, Adult High School Program

**Department of Education, Office of Vocational and Adult Education, Washington, D.C. 20202-3585**
**Form Approved OMB No. 1830-0027**

# APPENDIX A

## Status of Objectives: Brief Accomplishment Report

| Theme I IMPROVE ACCESS FOR LEARNERS | | | | |
|---|---|---|---|---|
| **Goal** | **Activity** | **Related Program** | **Accomplishment to Date** | **Status of Activity** |
| **1. Provide a comprehensive Adult Education Instructional Program which is flexible and responsive to the basic employment skills needs of the adult population** ***(35% of allocated funds)*** | 1.1 Design and conduct programs that stress curriculum which is practical and appealing to adults least educated and most in need of basic skills education. | Adult Ed. Lit. Program (Basic Skills) | New curriculum is currently being piloted for review and revision. Content designed around 5 units of study to address the educational needs of adults from low-literacy to secondary-literacy skills. | AT |
| | | Applied Biology & Chemistry | Rescheduled due to non-arrival of materials | EX |
| | 1.2 Revise the Adult High School curriculum to reflect changing needs of students, advancements in technology, and latest research findings.*(No more than 20% will be spent for secondary equivalency programs)* | Applied Biology & Chemistry | Rescheduled due to non-arrival of materials | EX |
| | 1.3 Organize recruitment and retention drives in various municipalities on island to increase the number of adults served and to identify geographical areas in need of basic services. | Adult Ed. Lit. (Basic Skills) | Recruitment was conducted via media spots, word-of-mouth, and cooperation with the DOE/Headstart Program. Retention is not an essential component for GED or Basic Skills students as per page 5 of the close-out report. Courses offered in Asan, Umatac, Tamuning, Tumon, Mangilao, and Mongmong-Toto-Maite. | AT |
| | 1.4 Increase the number of GED-preparation classes, at places and times convenient to adult learners. | Adult Ed. Lit. (GED Prep) | Page 9 of close-out report: Classes were held in Asan, Umatac, Tamuning, Tumon, Mangilao, and Mongmong-Toto-Maite (Tiyan), Dededo, Yigo and Agana. | AT |

***Status Codes***: **AT**=Objective Met or Attained; **PAT**=Objective Partially Met or Attained **NAT**=Objective Not Met or Attained; **EX**=Extended

## Status of Objectives: Brief Accomplishment Report

| Theme I IMPROVE ACCESS FOR LEARNERS | | | | |
|---|---|---|---|---|
| **Goal** | **Activity** | **Related Program** | **Accomplishment to Date** | **Status of Activity** |
| **Goal 1.0 (Continued)** | 1.5 Arrange for cooperative agreements with public and private schools for site use. | Adult Ed. Lit. | Individualized instruction integrating work-related performance skills were developed for clients of Mental Health and Goodwill Industries. | AT |
| **2.0 Increase enrollment and expand services for special groups** ***(20% of allocated funds)*** | 2.1 Update the services provided to institutionalized adults incarcerated in prison or clients of rehabilitation institutions through the use of modern technology, including computer assisted learning as a means of individualizing instruction. | Adult Ed. Lit. | Students from DMH and Goodwill | AT |
| | 2.2 Initiate a comprehensive multi-lingual promotion campaign to increase awareness of the program and services offered. | ESL | Flyers were translated by the ESL students and distributed to organizations such as the Korean and Japanese Community of Guam to promote and increase awareness of the ESL Program. | AT |
| | 2.3 Encourage students enrolled in regular high school programs to solicit parental and sibling participation in family literacy programs. | Gateway Grant Literacy Program | Family literacy program involved parents and siblings of students, enrolling 25 children in adjunct classes. | AT |

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**Status of Objectives: Brief Accomplishment Report**

| Theme I IMPROVE ACCESS FOR LEARNERS | | | | |
|---|---|---|---|---|
| **Goal** | **Activity** | **Related Program** | **Accomplishment to Date** | **Status of Activity** |
| **2.0 Continued** | 2.4 Collaborate with government agencies and the media to utilize all available channels of communication for the purpose of improving the public's knowledge and image of Adult Education Programs. | Adult Ed. Lit.<br>Basic Skills & GED Prep. | Recruitment was carried out via various print ad and audio/visual media, as well as direct information at village areas and by word of mouth and DOE assistance.<br><br>Collaboration is in progress to begin broadcasting a TV series (KET-GED) about the College at KGTF Station. | AT<br><br>EX |
| | 2.5 Provide the disable and handicapped adults with special learning strategies such as large print materials, audio and video recordings, computer programs to increase learning. | Appears in Adult Ed. Lit. program agreement. | Several teaching techniques addressed individual differences for the disabled and handicapped adults. Instructional approaches included computer-aided instruction, video-taped tutorial lessons, lecture and tutorial assistance. | AT |
| | 2.6 Increase usage of technology and alternative methods of ESL teaching, including the use of Diction Labs and microcomputers. | ESL | ESL instructors were provided access to the Language Media Center which houses audio and video-enhanced hardware, interactive software that includes CD-ROMs, word-processing applications and internet access. | AT |
| | 2.7 Solicit the cooperation and existing support groups, such as churches, ethnic organizations, government agencies in identifying and servicing needs of minority groups. | ESL | No action taken | NAT |

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**Status of Objectives: Brief Accomplishment Report**

| Theme I IMPROVE ACCESS FOR LEARNERS | | | | |
|---|---|---|---|---|
| **Goal** | **Activity** | **Related Program** | **Accomplishment to Date** | **Status of Activity** |
| **2.1 Continued** | 2.8 Expand the cadre of ESL teachers through planned teacher training activities. | ESL | One-on-one training sessions were conducted for ESL instructors at the Language Media Center. | AT |
| | 2.9 Cooperate with the University of Guam College of Education in the development of methods courses in the areas of Adult Education and ESL. | | | |
| | 2.10 Offer Adult Basic Education, GED Preparation, and Adult High School completion courses in the Guam Correctional Facility. | | | |
| | 2.11 Develop methods based on technological advancements that permit a curriculum which encourages self instruction of basic skills and to promote technical computer literacy. | Adult Ed. Lit /Basic Skills | Students were encouraged to utilize the computer lab to reinforce the learning of new skills or to obtain additional practice in math, language arts or other computer programs. (Technical computer literacy not addressed in the close-out report) | PAT |

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**Status of Objectives: Brief Accomplishment Report**

| Theme II: IMPROVE ACCOUNTABILITY AT ALL LEVELS | | | | |
|---|---|---|---|---|
| **Goal** | **Activity** | **Related Program** | **Accomplishment to Date** | **Status of Activity** |
| **3.0 Establish a means of continuous needs assessment of targeted educationally disadvantaged adults** ***[5% of allocated funds].*** | 3.1 Improve evaluation procedures for the Adult Education Program. | Basic Skills/GED Prep. | Climate survey was implemented to evaluate faculty and program. | AT |
| | | Adult Ed. Lit. | Registration sheets and other forms were developed to track students. | AT |
| | | Adult Placement Testing | Test scores used to assist in placement. | AT |
| | 3.2 Improve channels of communication for reporting and information gathering purposes. | Adult Ed. Lit.<br>Basic Skills | Faculty members and administrators involved produce written reports based on the gathered information i.e. program activities, evaluation. | AT |
| | 3.3 Identify the needs of the adult community within the context of the Plan goals, and prioritize needs in a feasible and systematic order for program revision. | Adult Ed Lit | Pilot course guide was conducted for the Basic Skills program to be evaluated and revised. Recommendations were included in the evaluation. | AT |
| | 3.4 Allocate the funds necessary to enable the State Agency to collect data necessary for accurate program reporting, planning and revision. | Adult Placement Testing | All test scores are entered in the computer to establish a test record for all adults taking the placement test. | AT |
| | 3.5 Implement an Adult High School orientation program which will provide placement information for faculty and increase learner's awareness of counseling, testing, and referral services. | Adult Placement Testing | A list of students taking the placement test is used to follow up on adults needing adult education services. It is an "excellent" tool for recruiting students for available classes. | AT |

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**Status of Objectives: Brief Accomplishment Report**

| Theme II: IMPROVE ACCOUNTABILITY AT ALL LEVELS | | | | |
|---|---|---|---|---|
| **Goal** | **Activity** | **Related Program** | **Accomplishment to Date** | **Status of Activity** |
| **3.0 Continued** | 3.6 Survey students to assess the level in which the programs are meeting their needs. Revise or eliminate any program aspects not meeting the objectives of the plan. | Adult Ed. Lit. (Basic Skills)/ESL | Climate Survey faculty/program evaluation by students was conducted. | AT |
| | | Applied Bio & Chem | Program not implemented due to non arrival of materials from supplier. | EX |
| | 3.7 Establish and implement procedures for follow-up evaluations of Adult High School graduates. | Adult High School Program | Graduate Follow-up Survey | AT |
| | 3.8 Distribute copies of annual and special project evaluation data to members of the State Planning Task Force, seeking their input for program revisions | | | |
| | 3.9 Institute a means of an evaluation of programs by public and private sector sources external to the State Agency and the administering institution. | | | |

***Status Codes***: **AT**=Objective Met or Attained; **PAT**=Objective Partially Met or Attained **NAT**=Objective Not Met or Attained; **EX**=Extended

**Status of Objectives: Brief Accomplishment Report**

| Theme III: EXPAND PARTNERSHIPS WITH PUBLIC AGENCIES, ORGANIZATIONS AND PRIVATE BUSINESSES | | | | |
|---|---|---|---|---|
| **Goal** | **Activity** | **Related Program** | **Accomplishment to Date** | **Status of Activity** |
| **4.0 Promote awareness and involvement with outside agencies and organizations to address the needs of the educationally disadvantaged adult *[10% of allocated funds]*.** | 4.1 Provide technical assistance and support to organizations formed to address community literacy needs. | | | |
| | 4.2 Arrange cooperative agreements with governmental agencies and partnerships with the private sector to maximize the utilization of limited resources available while broadening the scope of program services. | Adult Ed. Lit. Basic Skill | Partnerships with DOE/Headstart; DOMH/Out-Patient; Goodwill; Dep't of the Navy/Education Center; DOE/Mayor of Umatac; Dep't of Parks & Recreation/Americorps Program. Memoranda Agreements developed which included provisions for classroom space, utility cost and instructional materials and equipment. | AT |
| | 4.3 Establish and maintain liaison and cooperative activities with employment development agencies such as the Department of Labor, JTPA State Agency and the Vocational Education State Agency. | Adult Ed. Lit. | GCC participates in welfare reform task force meetings with the agencies as needed. | EX |
| | 4.4 Provide seriously handicapped adults at the Vocational Rehabilitation Center with continued basic skills instruction and encourage individualized instruction. | Adult Ed. Lit. Basic Skills | Handicap accessible classrooms are available; currently 8 physically disabled special needs adult students are enrolled. Additional assistance are provided for students who are visually impaired or with other physical disabilities. | AT |

***Status Codes***: **AT**=Objective Met or Attained; **PAT**=Objective Partially Met or Attained **NAT**=Objective Not Met or Attained; **EX**=Extended

**Status of Objectives: Brief Accomplishment Report**

| Theme III: EXPAND PARTNERSHIPS WITH PUBLIC AGENCIES, ORGANIZATIONS AND PRIVATE BUSINESSES | | | | |
|---|---|---|---|---|
| **Goal** | **Activity** | **Related Program** | **Accomplishment to Date** | **Status of Activity** |
| **4.0 Continued** | 4.5 Solicit increased input from business and industry in identifying work place literacy skills. | | | |
| | 4.6 "Gateway Grants" provide for competitive 2-year grants to public housing authorities for literacy programs and related activities. [*One-half (1/2) of the 10% allocated to Goal 4 will be allocated to the Gateway Grants.*] | Gateway Grant | 33 Students were recruited for Basic Skills classes held at the Asan Community Center and the Mangilao Community Center. In addition to literacy programs, job-related information was provided to participants in the form of Tax Forms, welfare forms, resume forms, and articles from newspapers, magazines, and textbooks. | AT |

***Status Codes***: **AT**=Objective Met or Attained; **PAT**=Objective Partially Met or Attained **NAT**=Objective Not Met or Attained; **EX**=Extended

**Status of Objectives: Brief Accomplishment Report**

| Theme IV: IMPROVED QUALITY AND RESPONSIVENESS OF METHODS, CURRICULUM, STAFF DEVELOPMENT AND PLANNING | | | | |
|---|---|---|---|---|
| **Goal** | **Activity** | **Related Program** | **Accomplishment to Date** | **Status of Activity** |
| **5.0 Implement special projects and teacher training programs** ***[15% will be for teacher training programs]*** | 5.1 Notify public of the availability of funds, requesting proposals, review applications, select and notify subgrantees, implement monitoring and evaluation procedures. | | | |
| | 5.2 Provide teacher inservice training with an emphasis on English-as-a-Second Language and GED techniques, including diction lab training and writing workshops. | ESL | Funding was allotted for classes at the University of Guam taken by an ESL faculty member. Final phase of coursework will be completed by June 1997. | PAT |
| | | Adult Ed. Basic Skills | Faculty members attended orientation workshop and additional meetings for the selecting instructional material and discussing techniques. | AT |
| | 5.3 Provide for State Planning Activities, to include Adult Education State Planning Task Force meetings, public hearings and other state plan amendment and revision activities. | | | |
| | 5.4 Provide for inservice training, seminars, workshops and courses of study for full-time professional teachers, volunteers and administrators. | Volunteer Literacy Program | Training was conducted for volunteers. | AT |
| | | Adult Ed. Lit. Basic Skills | Orientation workshop & faculty handbook; additional meetings as needed. | AT |
| | | Professional Development | Sent staff to seminar for teaching hearing-impaired | AT |

***Status Codes***: **AT**=Objective Met or Attained; **PAT**=Objective Partially Met or Attained **NAT**=Objective Not Met or Attained; **EX**=Extended

**Status of Objectives: Brief Accomplishment Report**

| Theme IV: IMPROVED QUALITY AND RESPONSIVENESS OF METHODS, CURRICULUM, STAFF DEVELOPMENT AND PLANNING | | | | |
|---|---|---|---|---|
| **Goal** | **Activity** | **Related Program** | **Accomplishment to Date** | **Status of Activity** |
| **5.0 Continued** | 5.5 Provide training and assistance necessary for minority educators to develop or improve their competency as adult education professionals. | | | |
| | 5.6 Provide training and assistance to teachers to increase their competency in recognizing and teaching illiterate adult learners with learning disabilities and other adults with reading abilities below fifth grade level. | Professional Development (27F) | GCC sent a faculty member to US for hearing-impaired instruction training; Program Agreement requires conducting of classes prior to evaluation. | PAT |
| | | Teacher Training | Not detailed -- ran out of funding | NAT |
| **6.0 Provide leadership for the efficient management and implementation of Adult Education State Plan.** ***[10% of allocated funds].*** | 6.1 Complete and submit required reports by the deadline dates. | | AEB Performance Evaluation contracted to an external, third party for the first time for PY 1996 | (Currently in progress) |
| | 6.2 Administration and promotion of special projects. | | | |
| | 6.3 Monitor programs to insure fiscal compliance. | | | |
| | 6.4 Provide leadership for intra-agency coordination efforts. | | | |

***Status Codes***: **AT**=Objective Met or Attained; **PAT**=Objective Partially Met or Attained **NAT**=Objective Not Met or Attained; **EX**=Extended

# APPENDIX B

GCC

GUAM COMMUNITY COLLEGE

*Kulehon Kumunidat Guahan*
Accredited by the
Western Association of
Schools and Colleges

# Graduate Follow-up Survey

**PURPOSE**:
This survey is a follow-up of the Guam Community College Graduates and former students. Information provided will be used to improve vocational education programs and student services.

**INSTRUCTIONS**:
1. Please read and complete each question carefully. Check or supply answers as accurately as possible.
2. Mail your complete questionnaire in the envelope provided. We would appreciate your returning the survey **as soon as possible.** Thank you for your cooperation.

_____
Last Name (First) Middle

_____ _____
(Mailing Address) (Phone Number)

_____
If none, please provide phone numbers(s) where you can be reached or can receive messages

**PART A.**
1. Are you a Graduate of Vocational High School or any other Division of Guam Community College?
   [ ] YES [ ] NO
2. If you are a Graduate, which Diploma/Certificate did you receive? Check one and fill in the blank with your field of training, (that is, the specific trade, occupational preparation or vocational program):

   [ ] High School Diploma _____
   (Example: Auto Mechanic)
   [ ] Journeyman Certificate _____
   (Example: Carpenter)
   [ ] Associate Degree _____
   (Example: Computer Science)
   [ ] Occupational Certificate _____
   (Example: Electronic)
   [ ] Other Certificate _____
   (Example: Law Enforcement)
   [ ] Adult High Diploma

3. **Ethnic-Racial Heritage:**
   [ ] American Indian/Alaskan Native [ ] Chamorro [ ] Micronesian
   [ ] Black, Not Hispanic [ ] Hispanic [ ] Filipino
   [ ] White, Not Hispanic [ ] Other _____
   Please Specify
4. Sex [ ] Male [ ] Female Your Social Security No.: _____
   Your Date of Birth: _____
5A. What is your current education status (check one):
   [ ] Currently attending full-time [ ] Currently attending part-time
   [ ] Currently not in school
5B. If you are continuing your education, which school/college and what major course of study are you currently enrolled in?

_____
(Example: UOG, Marine Biology)

P.O. Box 23069, Barrigada, Guam 96921 • Phone: (671) 735-4422 Ext: 636 • Fax: 734-1003

6. Employment Status (Check one):

[ ] Employed (Includes all employment, even if below your qualification)

[ ] Full-time [ ] Part-time

[ ] Full-time military service, Branch _____

[ ] Unemployed (Not employed), but actively

[ ] Not in the Labor Force (Not employed and not seeking employment because of choice, illness, full-time student status, retirement, or other such reasons)

NOTE: If currently unemployed; please skip questions 7 to 14 and answer only question 15.

7A. Please provide the following information about your present job:

Name of company or firm (if self-employed, please write self):

_____

Employer's mailing address and telephone number(s):

_____

Name of immediate Supervisor: _____

Type of Business: _____

Your job title and brief description of duties performed:

_____

_____

8. Is this job related to your field of vocational training?

[ ] Yes, it is directly or closely related

[ ] No, it is only remotely related

[ ] Not related at all

9. Currently gross salary (your hourly rate of pay): $ _____ per hour

10. The salary in the preceding item is based on how many hours per week employed?

_____

(Example: 40-hrs. wk/mo.)

PART C.

11. Did your training at the Guam Community College help you get a job?

[ ] YES [ ] NO

12. If your answer is "YES" are you satisfied with your present job?

[ ] YES [ ] NO

13. Did your experience in Coop Ed. on-the-job training help you find a job?

[ ] YES [ ] NO [ ] NOT UNDER CO-OP

14. Please rate the help your training in school/college gave you in the following areas:

| | | NOT HELPFUL | SOMEWHAT HELPFUL | HELPFUL | VERY HELPFUL |
|---|---|---|---|---|---|
| A. | Skills related to the job | [ ] | [ ] | [ ] | [ ] |
| B. | Use of tools/equipment | [ ] | [ ] | [ ] | [ ] |
| C. | Use of safety devices and safety measures | [ ] | [ ] | [ ] | [ ] |
| D. | Communication skills (reading/writing) | [ ] | [ ] | [ ] | [ ] |
| E. | Mathematic skills | [ ] | [ ] | [ ] | [ ] |
| F. | Planning and Organizing (work/time) | [ ] | [ ] | [ ] | [ ] |
| G. | Getting along with co-workers | [ ] | [ ] | [ ] | [ ] |
| H. | Thinking through problems (Using good judgement/making decisions) | [ ] | [ ] | [ ] | [ ] |

15. What additional skills, courses or activities would have been valuable or useful in your present job or schooling?

_____

_____

_____

16. Comments/recommendations regarding your school/training:

_____

_____

This survey is authorized by the Carl Perkins Vocational and Applied Technology Education Act of 1990 (Public Law 101-392) and the Guam Community College Act of 1977 (Public Law 14-77)

**GUAM COMMUNITY OLLEGE**
**Office of the State Agency for Vocational and Adult Education**
**Telephone Extension 518/517**

# STUDENT QUESTIONNAIRE
# ADULT HIGH SCHOOL PROGRAM

The information you provide is voluntary and will be kept **strictly confidential**. The data collected will be used for research, reports and data compiling purpose only.

**COMPLETE ONLY ONE SURVEY**

Semester: ❑ Fall 19___ ❑ Spring 19 ____ ❑ Summer 19___ Date: ___

If you are a DOE, V.S. or other secondary student, please go to **Section A**. If you are seeking an Adult High School Diploma, please go to **Section B**.

## A. SECONDARY STUDENTS

1. Are you a U.S. citizen? Yes ❑ No ❑
2. Are you registered to vote on Guam or U.S.? Yes ❑ No ❑
3. Do you receive Public Assistance of any kind? (Example: Section 8 housing, welfare, Food stamps, etc.) Yes ❑ No ❑
4. My tuition is being paid by:

Job Program: _____

HARD: _____

Self: _____

Parents: _____

Other (Please Specify) _____

## B. ADULT HIGH SCHOOL STUDENTS

| | | | | | |
|---|---|---|---|---|---|
| 1. | Student Status | Full-Time ❑<br>Part-Time ❑ | | | |
| 2. | Are you a U.S. Citizen | Yes | ❑ | No | ❑ |
| 3. | Have you received your U.S. citizenship since enrolling in Adult High School Classes? | Yes | ❑ | No | ❑ |
| 4. | Are you registered to vote on Guam or in the U.S.? | Yes | ❑ | No | ❑ |
| 5. | Have you gained employment since enrolling in Adult High School Classes? | Yes | ❑ | No | ❑ |
| 6. | Have you received a promotion and/or pay increase since enrolling in Adult High School Classes? | Yes | ❑ | No | ❑ |
| 7. | Do you receive public assistance? (Example: Section 8 housing, welfare, Food Stamps, etc.) | Yes | ❑ | No | ❑ |
| 8. | Since enrolling in Adult High School Classes have you stopped receiving public assistance? | Yes | ❑ | No | ❑ |
| 9. | Do you plan to continue formal education and/or further training after receiving your Adult High School diploma? | Yes | ❑ | No | ❑ |
| 10. | My tuition is being paid by (check one) | | | | |

Job Program: _____

HARD: _____

Self: _____

Parents: _____

Other (Please Specify): _____

# GUAM COMMUNITY COLLEGE
## STUDENT INFORMATION FORM

PLEASE PRINT ALL ENTRIES EXCEPT YOUR SIGNATURE

SOCIAL SECURITY NUMBER

LEGAL NAME: _____
LAST FIRST MIDDLE

DATE OF BIRTH: _____
Month/Day/Year

IF YOU USED ANOTHER NAME (ie. MAIDEN NAME), THEN LIST HERE

MAILING ADDRESS: _____
P.O. BOX or HOME DELIVERY ADDRESS

SEX: [ ] MALE [ ] FEMALE

HOME PHONE: _____

WORK PHONE: _____

VILLAGE/CITY TERRITORY/STATE ZIP CODE

IN AN EMERGENCY, PLEASE CONTACT: _____
NAME OF PERSON

EMERGENCY TELEPHONE NUMBER: _____

I AM A LEGAL RESIDENT OF (YOUR LEGAL RESIDENCE IS USUALLY YOUR VOTING RESIDENCE): _____
STATE/TERRITORY/COUNTRY

PLEASE CIRCLE THE NUMBER CODE(S) TO INDICATE YOUR ANSWERS TO THE QUESTIONS IN EACH SECTION OF THIS FORM. (EXAMPLE: 49 UNIVERSITY OF GUAM)

PLEASE INDICATE THE VILLAGE/HOUSING AREA IN WHICH YOU LIVE. CIRCLE ONE CODE NUMBER.

| | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 01 | Adelup | 07 | Apra Heights | 13 | Harmon | 19 | Maite | 25 | Nimitz Hill | 31 | Tamuning | 37 | Yona |
| 02 | Agafa Gumas | 08 | Asan | 14 | Inarajan | 20 | Malojloj | 26 | Ordot | 32 | Toto | 38 | Anderson AFB |
| 03 | Agana | 09 | Astumbo | 15 | Ipan | 21 | Mangilao | 27 | Piti | 33 | Tumon | 39 | NAS Agana |
| 04 | Agana Heights | 10 | Barrigada | 16 | Latte Heights | 22 | Merizo | 28 | Santa Rita | 34 | Umatac | 40 | Naval Station |
| 05 | Agat | 11 | Chalan Pago | 17 | Liguan Terrace | 23 | Mongmong | 29 | Sinajana | 35 | Windward Hills | 41 | NCS Finegayan |
| 06 | Anigua | 12 | Dededo | 18 | Maina | 24* | Military Base | 30 | Talofofo | 36 | Yigo | | |

*Please specify Base _____

HOW WOULD YOU DESCRIBE YOUR ETHNIC ORIGIN? (Voluntary Response: GCC needs this data to complete federal reports required by law.)

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 100 | American Indian, Alaskan Native | 511 | Chinese | 515 | Other Asian | 550 | Kosraean | 560 | Marshallese |
| 200 | Black, NOT Hispanic | 512 | Korean | 520 | Chamorro | 551 | Ponapean | 570 | Other Pacific Islander (Fijian, etc.) |
| 300 | Hispanic | 513 | Japanese | 530 | Filipino | 552 | Trukese | | |
| 400 | White, NOT Hispanic | 514 | Vietnamese | 540 | Palauan | 553 | Yapese | | If not listed, please specify _____ |

PLEASE INDICATE THE LANGUAGE USED MOST OF THE TIME AT YOUR HOME.

BY YOUR PARENTS SPEAKING TO YOU

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 01 | Cantonese | 04 | Ilocano | 07 | Mandarin | 10 | Vietnamese |
| 02 | Chamorro | 05 | Japanese | 08 | Tagalog | 11 | Visayan |
| 03 | English | 06 | Korean | 09 | Micronesian Language | 12* | Other, not listed |

*Please specify the name of the language _____

PLEASE INDICATE THE LANGUAGE USED MOST OF THE TIME AT YOUR HOME.

BY YOU SPEAKING TO YOUR PARENTS

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 01 | Cantonese | 04 | Ilocano | 07 | Mandarin | 10 | Vietnamese |
| 02 | Chamorro | 05 | Japanese | 08 | Tagalog | 11 | Visayan |
| 03 | English | 06 | Korean | 09 | Micronesian Language | 12* | Other, not listed |

*Please specify the name of the language _____

ENROLLMENT STATUS: PLEASE CIRCLE ONE NUMBER CODE ONLY.

1 NEW STUDENT - I have never attended GCC before in any program

2 CONTINUING STUDENT - I was enrolled at GCC last semester

3 FORMER STUDENT - I have attended GCC before, but not last semester

CITIZENSHIP STATUS: PLEASE CIRCLE APPLICABLE NUMBER CODES.

1 U.S. Citizen
2 CNMI Citizen
3 Permanent Resident Alien
4 I-20/Foreign Student/F-1 Visa
5 Other non-immigrant alien, list visa type _____
6 FSM Citizen
7 Marshallese Citizen
8 Palauan Citizen

PLEASE INDICATE WHY YOU ARE ATTENDING GCC THIS SEMESTER. CHECK 'A', 'B', OR 'C' BELOW AND THEN COMPLETE SECTION 'A', 'B', OR 'C'.

_____'A' ENRICHMENT ONLY - I am enrolling for personal enrichment, please complete section 'A' below

_____'B' ADULT HIGH SCHOOL DIPLOMA - I am enrolling to work towards my Adult High School Diploma, please complete section 'B' on the other side of this form

_____'C' CERTIFICATE/DEGREE - I am enrolling to work on a Certificate/Degree, please complete section 'C' on the other side of this form

SECTION 'A': PLEASE CIRCLE ONE CODE THAT BEST DESCRIBES YOUR MAIN REASON FOR ENROLLING THIS SEMESTER.

**GAIN/UPGRADE JOB SKILLS**
150 On My Own At My Expense
155 My Employer Is Paying For It

**JUST-FOR-THE-FUN-OF-IT**
160 Exploring New Ideas
165 Do-It-Yourself Skills

**EDUCATIONAL GOALS**
170 Credits For My High School Diploma
175 Credits For My College Degree
119 Language Training ESL, Japanese, Etc
123 G.E.D. Preparation Courses
180 Adult Basic/Literacy Education



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**SECTION 'B': PLEASE CIRCLE THE CODE FOR ADULT HIGH SCHOOL DIPOMA.**

300 Adult High School Diploma

Do you require special accomodation? [ ] Yes [ ] No

Please specify _____

**SECTION 'C': PLEASE CIRCLE THE CODE FOR YOUR CERTIFICATE/DEGREE.**

**ASSOCIATE DEGREE PROGRAMS**

413 Accounting
406 Administration of Criminal Justice
401 Architectural Engineering Tech
414 Automotive Tech -Automobile
420 Automotive Tech -Truck
403 Civil Engineering Tech -Const
421 Civil Engineering Tech -Public Wks
404 Clerical Studies
405 Computer Science
417* Corrections Administration
425 Early Childhood Education
407 Electronic Engineering Tech
419* Fire Science Technology
408 Food and Beverage Operations
426 Horticulture
409 Hotel Operations
418 Industrial Security Administration
416 Law Enforcement Administration
404 Office Administration
410 Retailing and Marketing
411 Secretarial Administration
422 Supervision & Mgmt
428 Tour Operations Mgmt
427 Travel Industry Mgmt
412* Wastewater Technology
415* Waterworks Technology

**CERTIFICATE PROGRAMS**

517 Accounting Clerk
701 Automotive Tech -Automobile
708 Automotive Tech -Truck
504* Basic Law Enforcement
503* Basic Police Reserve Training
505 Basic Surveying Technology
702 Carpentry
506 Clerical Studies
507 Computer Science
508 Construction Drafting
704 Construction Electricity
528* Corrections Academy
518 Cosmetology
531 Early Childhood Education
509 Electronic Engineering Technology
510* Emergency Medical Technology
502* Fire Science Technology
511 Food and Beverage Operations
535 Horticulture
512 Hotel Operations
530 Information Systems
705 Masonry
706 Plumbing
707 Refrigeration/Air Conditioning
513 Retailing and Marketing
527 Supervision & Mgmt
541 Tour Operations
540 Travel & Ticketing Oper
536 Turf Management
514* Wastewater Technology
515* Waterworks Technology
710 Welding

*These programs have special admission requirements

**JOURNEYWORKER CERTIFICATE PROGRAMS** (These programs have special admission requirements, please contact the Apprenticeship Office for more information.)

601 Air Conditioning/Refrigeration Mechanic
602 Auto Mechanic (Gas Engines)
603 Cement Mason (Construction)
604 Carpenter (Construction)
605 Electrician (Wire installer)
606 Construction Equip Mechanic (Hvy Equip)
607 Heavy Equipment Operator
608 Iron Worker
609 Painter
610 Plumber (Construction)
611 Sheetmetal Worker
612 Welder (Combination)
614 Drafter, Architectural
613 Drafter, Civil
616 Drafter, Mechanical
617 Pastry/Baker
618 Electrician (Industrial)
619 Small Engine Repa rer
620 Tile Setters (Con truction)
621 Business Off Machine (Xerographic Tech.)
625 Automotive Mechanic
626 Automotive Body Repairman
627 Automotive Electrician
628 Butcher
629 Cable Splicer
630 Electronic Technician
631 Equipment Operator (Tel & Tel.)
632 Housekeeper
633 Lineman
634 Machinist
635 Maintenance, Repairer, Building
636 Cook
637 Pipefitter (Construction)
638 Plant Mechanic
639 Roofer (Construction)
640 Structural Steel Worker (Const.)
641 Truck Crane Operator

**FORMER SCHOOLS**

I am/was attending _____ located in _____
Name of School Village/City Territory/State/Country

Dates attended from _____ to _____

**PLEASE CIRCLE THE CODE THAT BEST DESCRIBES THE LAST SCHOOL YOU ATTENDED.**

**GUAM PUBLIC MIDDLE SCHOOLS AND HIGH SCHOOLS**

01 Agueda Johnston
02 Dededo
03 L.P. Untalan
04 Inarajan
05 F.B. Leon Guerrero
06 New Pti
07 George Washington
08 Oceanview
09 Inarajan
10 Simon Sanchez
11 John F. Kennedy
12 VHS Program at GCC

**OTHER SCHOOLS, COLLEGES, AND UNIVERSITIES**

13 Private High School on Guam
14 Mainland High School
15 Foreign High School
16 Foreign College/University
17 University of Guam
26 Mainland College/University
18* Other, not listed (Specify Below) _____
19 Western Pacific Business College
20 Northern Mananas College
21 Micronesian Occupational College
22 Community College of Micronesia
23 International Business College (Guam)
25 Guam Community College
24* Micronesian High School (Specify Below) _____

**TUITION - FINANCIAL ASSISTANCE PROGRAM (Please circle all applicable codes. For example, if you receive VA benefits and pell grant, circle both codes.)**

01 Veterans Educational Benefits
02 Military Tuition Assistance
03 Tuition Exempt (P.L. 15-55)
04 Work Study (VEA)
06 VA Work-Study Prog
07 Pell Grant (BEOG)
08 SEOG
12 SEP
13 AHRD
14 DOA
15 DOC
16 GPA
17 GTA
18 PUAG
19 DOE
20 PPEC(UOG)
09 Private Scholarship (Specify Below) _____
10 I am paying my own tuition
21 Other, not listed (Specify Below) _____

I certify that the statements I have made in this Student Information Form are true and correct. I understand that any false information found to have been willfully given by me herein or in any supporting document may be cause for refusing to admit me to or my immediate dismissal from Guam Community College.



Signature of Student _____ Date _____

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# APPENDIX C

# COURSE GUIDE

ADULT EDUCATION & GED
DEPARTMENT

SCHOOL OF STUDENT DEVELOPMENT
SCHOOL

SPO40 BASIC SKILLS
COURSE ALPHA, NUMBER, TITLE

Claudette McGhee, M.Ed.
AUTHOR

JUNE 5, 1995
DATE SUBMITTED

Please highlight the action to be taken and have the indicated people sign.

| RECOMMENDED BY: | * P | A | SR | D | SIGNATURES (SIGN AND PRINT) | DATE SIGNED |
|---|---|---|---|---|---|---|
| AUTHOR | X | X | X | X | Claudette McGhee | 9-12-95 |
| ✓ DEPARTMENT CHAIR | X | X | X | X | Claudette McGhee | 9-12-95 |
| CURRICULUM COMMITTEE | X | X | X | X | [signature] | 9/13/95 |
| REGISTRAR | X | X | X | X | [signature] See Comments | 9/25/95 |
| **APPROVED BY:** | | | | | | |
| DEAN | X | X | X | X | [signature] | 10/2/95 |
| ACADEMIC AFFAIRS COMMITTEE | | X | X | X | | |
| VICE PRESIDENT ACADEMIC AFFAIRS | X | X | X | X | [signature] | 11/13/95 |
| PRESIDENT | | X | | X | | |

*Dates Piloted: _____

*Each column represents the signatures required for these actions:

P - Pilot
A - Adopt
SR - Substantive Revision
D - Delete

Rec'd 9/27/95 TV

# COURSE GUIDE

## I. TYPE OF ACTION:

Check the type of action which applies. If a previous Course Guide exists, please attach.

A. ___x___ Pilot.

B. _____ Adoption (Attach a copy of the approved pilot Course Guide.)

C. _____ Substantive Revision: Attach a copy of the course guide to be revised in addition to the revised course guide. The numbers listed next to the changes below may or may not require change. They have been identified as those questions most likely needing addressed if the corresponding change is made. However, the entire course guide should be reviewed for other areas that might need editing, depending on the particular nature of the change to be made.

_____ Change in the number of credit hours: IIIE, VIC, D, E; VII, VIII, IX, X, XI, XII

_____ Change in the prerequisite(s) other than prerequisite(s) for a course(s) offered within your department: IIIE, VIC, D, E, G; VII, VIII, IX, X, XI, XII

_____ Substantive change in course content: IIIE, VII, VIII, IX, X, XI, XII

_____ Other, Specify

D. _____ Deletion: Complete only IIIA, B, E, VIA-F. Provide any additional documentation which would support the need to delete this course.

## II. OBJECTIVES:

1. Administer the Comprehensive Test of Basic Skills (CTBS) , or any other appropiate test, to determine instructional placement for enrolling and exiting students.

2. Students found to be functioning at six grade level but not below third on the CTBS, or any other appropiate test, will be enrolled in the Basic Skills class.

3. Students will increase reading, writing, computation and problem solving skills sufficient to adequately perform the challenging demands of daily living, upon completing sixty hours of instruction.

3. Students functioning at fourth grade level and above will have the opportunity to gain the necessary skills and knowledge to meet the minimum requirements to enroll in adult high school or GED course offerings.

## III. RATIONALE FOR PROPOSAL:

If this course is not connected to a program, answer A, B, C, D and E. If this course is connected to a program, answer E and F only.

**A. The reason this proposal should be adopted in light to the educational goals of the College.**

This proposal should be adopted to meet the Guam Community College educational mission of providing adults age 16 years and older, the opportunity to acquire skills sufficient for securing self-sufficiency, independence, gaining and maintain employment.

**B. The impact of this proposal on student, community, enrollment of other courses and programs, staffing, facilities, equipment, and division budget.**

This course will use federal funds to conduct Basic Skills instructional programs for low functioning adults. The Adult Education Act specifically targets funds for adults who have not completed high school, have not acquired adequate skills to gain employment, those whose skills are insufficient to maintain or advance on the job and whose work skills competencies are not sufficient to permit them to earn a salary sufficient to maintain an adequate standard of living.

This course would allow Guam Community College to continue to receive Federal Funds to conduct Basic Skills courses for eligible adults.

The Adult Education and GED Department has assigned one classroom to conduct GED and Basic Skills courses. Staffing, instructional materials and supplies, and equipment are 100% federally funded through the Adult Education Act.

**C. The long term employment outlook.**

The focus of this course is to provide the basic knowledge and skills needed for independent living, daily management of survival skills and to acquire academic skills at the seventh grade level or above.

**D. The conformity of the course to legal and other external requirements include articulation agreements, State Voc./Tech. requirements, accrediting agencies, State board regulations, professional certification or licensing requirements.**

Not applicable.

**E. The pilot evaluation: Provide a brief narrative evaluating the pilot period, if this is an action for course adoption.**

Not applicable

**F. The program requirements (associate degree, certificate) met by this course.**

This course does not meet any program requirements for courses offered at Guam Community College.

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IV. **RESOURCE REQUIREMENTS AND COSTS:** If this course is not connected to a program, answer A through E. If this course is connected to a program, A through E may be omitted.

A. **Identify resources (materials, media, and equipment) and costs needed to accomplish proposal objectives.**

1. Dictionaries, reading books
2. Two (2) door filing cabinet
3. Video-tapes
4. Assorted color papers (xerox)
5. Pens, pencils, and notebooks
6. Estimated cost for supplies, equipment and materials:
7. Basic Skills Text Books
8. Television, VCR, Laser Disc Player

B. **Estimate personnel requirements (both instructional and support) and costs needed.**

One (1) Level III full-time teacher and one teacher's aide.

C. **Identify facility requirements and costs.**

One classroom per class and costs as agreed through Memorandum of Agreement between Guam Community College and an outside agency.

D. **Identify funding source(s).**

Adult Education State Plan.

E. **Indicate impact, financial or otherwise, this may have on the School/College.**

It is anticipated that student enrollment will increase in GED preparation and adult high school course offerings. Income will be generated from registration fees, issuance of I.D. and library cards.

V. **IMPLEMENTATION SCHEDULE:**

A. **Date of first offering.**

Fall 1995.

B. **Course deletion: Describe how this course will be phased out. What plans have been made for those students who are (1) currently enrolled in the course, and/or (2) enrolled in a program(s) which require this course?**

Not applicable.

VI. **COURSE DESCRIPTION:**

A. **Course:** Alpha SP Number 040

**B. Course Title(s):**

LONG TITLE: Basic Skills
ABBREVIATED TITLE: (25 character maximum) Basic Skills

**C. Contact Hours per semester:**

| | |
|---|---|
| Lecture hours | 60 hrs per course |
| Lab hours | _____ |
| Clinical | _____ |
| TOTAL HOURS | 60 hrs per semester |

**D. Duration:**

Secondary course: _____ period(s) per day for _____ day(s) per week for _____ semester(s).

**E. Number /Type of Credits:**

| | | |
|---|---|---|
| Carnegie Units: | 0 | per semester |
| Non-credit course: | 0 | per semester |
| Semester Hours: | 0 | per semester |
| CEUs: | 0 | per course |

**F. Catalogue Description:**

This Basic Skills course offers adults, age 16 years and older, the opportunity to gain skills and knowledge sufficient, to enroll in a high school or GED Preparation course. Basic skills provides practice exercises in reading, writing, computation and problem solving skills.

**G. Prerequisite(s):**

Achieving a minimum of third grade (3rd) and a maximum of seventh (7th) grade skills in the subject areas of reading and math on a standardized placement test.

**H. Corequisite(s):** None.

**I. Articulation:** Not applicable.

1. Secondary Programs/Courses
2. University of Guam
3. Others

**J. Cost to Students:**

Registration fees, library fees, student identification card, and other applicable fees as established by the College. Tuition is free to all eligible students.

K. **Target Population:**

Students in need of basic literacy skills, up-grading occupational skills and are found to be functioning below 6.0 grade level on a standardized test.

## VII. COURSE DESIGN:

The instructional program is designed to offer self-paced, individualized, and small-group instruction. The instructional approaches will provide both a formal and informal classroom atmosphere. The four units of study will incorporate instructional activities that links the appropriate skills of reading, writing, spelling, computation and problem solving to specific life skills. The lesson objective will dictate the specific skill being taught in each of the subject content areas.

One significant feature of the instructional program is its design for providing course content that accurately reflects the challenges one may face in the world of work, the community, the daily activities of family life, and responsible living.

## VIII. COURSE OUTLINE:

### I.0 RESEARCH COMMUNITY RESOURCES

1.1 Educational Agencies
1.2 Locating Emergency Crisis Agencies Services
1.3 Locating Community Organizations Services
1.4 Locating Government Agencies Services
1.5 Locating Military Affairs Services
1.6 Locating Federal Government Services

### 2.0 READING A TELEPHONE DIRECTORY

2.1 Organization of The Telephone Directory
2.2 Reading White Pages
2.3 Reading Yellow Pages
2.4 Locating Specific Information and Telephone Numbers

### 3.0 JOB OPPORTUNITIES

3.1 Locating Job Information
3.2 Future Job Market
3.3 Training For Specific Jobs
3.4 Reading and Answering Want Ads and Job Announcements
3.5 Terms Used In Job Application Forms
3.6 Reading and Following Instructions
3.7 Guidelines For Completing Job Applications

### 4.0 JOB BENEFITS AND FORMS

4.1 What Are Job Benefits
4.2 Comparing Benefits Listed In Want Ads
4.3 Reading an Employee Handbook
4.4 Purpose of and Employee Handbook
4.5 Equal Opportunity Employment Form
4.6 Employment Eligibility Verification (Form I-9) 45

## 5.0 INTRODUCTION TO NUMBERS

5.1 Basic Addition
5.2 Adding Multi Digit Numbers
5.3 Rewriting Addition Problems
5.4 Adding Money Amounts
5.5 Basic Substraction
5.6 Single Digit Substraction
5.7 Substracting Money Amounts
5.8 Long Distance Borrowing
5.9 Basic Multiplication
5.10 Basic Division
5.11 Dividing Money Amounts
5.12 Division Word Problems

## 6.0 UNDERSTANDING HOW TO BUDGET MONEY

6.1 Define The Term Budget
6.2 Understanding How To Balance a Budget
6. 3 Understanding What Is Purchasing and Wise buying

## 7.0 UNDERSTANDING WHAT IS INCOME

7.1 Definition Of Income
7.2 Understanding Regular Hourly Rate Of Pay, Overtime Pay, Holiday Pay and Half Time Pay and Commission
7.3 Differentiate Between Net Pay and Hourly Earnings

## 8.0 UNDERSTANDING PERSONAL BANKING

8.1 Write a Deposit Slip
8.2 Write a Check and Record Amounts On Check Stubs
8.3 Reconcile a Bank Statement
8.4 Techniques for Using a Calculator
8.5 Opening A Saving Account and Checking Account
8. 6 Discuss Banking Procedures For Saving Withdrawals

## 9.0 UNDERSTANDING CONSUMER CREDIT

9.1 Introduction To Credit Buying
9.2 Defining The Term Promissory Note
9.3 Reading a Promissory Note
9.4 Credit Card Finance Charges
9.5 Loans and Installment Buying

## 10.0 UNDERSTANDING THE SENTENCE AND ITS PARTS

10.1 Define A Sentence
10.2 The Subject and The Predicate
10.3 Write A Sentence That Ask a Question
10.4 Identify Different Parts Of Speech In a Sentence
10.5 Using Capital Letters In a Sentence
10.6 Rules For Using Punctuation Marks



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## 11.0 FAMILY MANAGEMENT AND PERSONAL RELATIONSHIPS

11.1 Family Management and Relationships
11.2 Parenting Techniques
11.3 Family Values and Culture
11.4 Explore Male and Female Roles Within The Family Structure

## 12.0 BECOMING FAMILIAR WITH CHILD CARE PROCEDURES

12.1 Discuss The Feelings, Social and Intellectual Needs of The Child
12.2 Discuss the Emotional and Physical Needs of the Child
12.3 Discuss Children's Feelings and Playing Fair
12.4 Discuss Caring For The Sick Child
12.5 Satisfying The Child's Personal Needs
12.6 Learning About Safety Meaures
12.7 Using Safety Precautions When Giving and Taking Medicines

## 13.0 TRAVEL AND TRANSPORTATION

13.1 Read Travel Maps and World Maps
13.2 Locate Recreational Sites Using a Guam Map
13.3 Determine the Different Modes of Travel
13.4 Compute Cost of Travel, Using Different Modes of Travel
13.5 Compute Vacation Pay and The Amount of Leave Time From Work
13.6 Locate Vacation Sites Off-Island Using a World Map
13.7 Estimate Distances and Travel Time

## 14.0 EXERCISING AND BEING HEALTHY

14.1 Discuss Different Ways to Exercise
14.2 Select an Exercise That Promotes Agility and Flexibility
14.3 Discuss Activities That Increases Strength and Heart Rate
14.4 Discuss Exercising and Rest
14.5 Foods and Nutrition

## X. COURSE COMPETENCIES:

Not Applicable

## X. EVALUATION METHODS, CRITERIA, AND STANDARDS

The Comprehension Test of Basic Skills will be used to measure students academic grade level performance. Students are expected to earn a minimum increase of a .05 grade level on the exit test to be considered successful.

## XI. TEXTBOOK REFERENCE:

This course is not limited to one single textbook. The student will use a variety of instructional materials, which will include, newspapers, videos, films, math workbooks, and other appropriate materials. Resource materials include:

1. Basic Math For Job and Personal Use, South Western Publishing Co.
2. Grammar And Writing For Job and Personal Use, South Western Publishing Co.
3. Reading For Job and Personal Use, South Western Publishing Co.